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ABSTRACT

School officials, civil rights advocates, and students and parents deserve praise for the success the Jefferson County (Kentucky) Public Schools integration program has had in placing almost all schools within the enrollment guidelines for the 1986-87 school year for the first time since school desegregation began. Recommendations made for continuing successful integration efforts include the following: (1) a return to counting enrollment in mid-November; (2) possible boundary adjustments to accommodate adding 550 more black students to the inner-county secondary schools; (3) hiring of more black teachers and administrators; (4) use of hiring practices to break the destructive pattern of racial identifiability in the assignment of professional personnel that has emerged in some schools; and (5) support of efforts to increase housing desegregation. Charts are included which illustrate findings. Two appendices provide statistics on student enrollment by race in Jefferson County Public Schools, and administrators and teachers by race and region in the county schools. (PS)

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# Inner-County Boundary Adjustments Pull Nearly All Schools Within Guidelines 1986-87

Percentage of black teachers unchanged, but number up;

No black football and basketball coaches at four schools, few whites at formerly-black schools

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Staff Report 87-1
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## HIGHLIGHTS

1. Only four schools were out of compliance with student enrollment guidelines as of September 5th, the best showing--but also the earliest enrollment count--of the last 12 years.

2. The difference between the percentages of black students assigned to the inner-county and outer-county schools--though still large--fell to its lowest level of the last five years.

3. Fifty-four schools were not assigned black-student enrollments within the mid-points required by the compliance guidelines. This was 39 more schools than district officials had expected to fall outside the mid-ranges last spring.

4. The number of black teachers rose during the last year by 34 to 656, the largest increase since school desegregation began. However, the percentage of black teachers remained unchanged at 16.1 percent due to a large increase in the number of white teachers.

5. The percentage of schools assigned racially imbalanced teaching staffs as measured by the Singleton Standard rose to 68.2 percent of all schools from 63.6 percent last year.

6. The Black Teacher Gap widened to a shortfall of 546 additional black teachers needed to balance the percentages of black teachers and black students, the worst "gap" since school desegregation began.

7. Almost one of two inner-county schools was assigned too many black teachers and slightly more than one of two outer-county schools was assigned too many white teachers.

8. Three vocational schools were again not assigned a single black teacher. Eighteen blacks were employed as vocational teachers during the year--three more than last year--but only slightly above a 10-year low.

9. More than any other category of professional personnel, black coaches and athletic directors were concentrated in inner-county schools and white coaches and athletic directors were concentrated in outer-county schools.

10. Eighty-four blacks were 20.3 percent of all school administrators, an increase of one over last year and the highest percentage of black administrators since school desegregation began.

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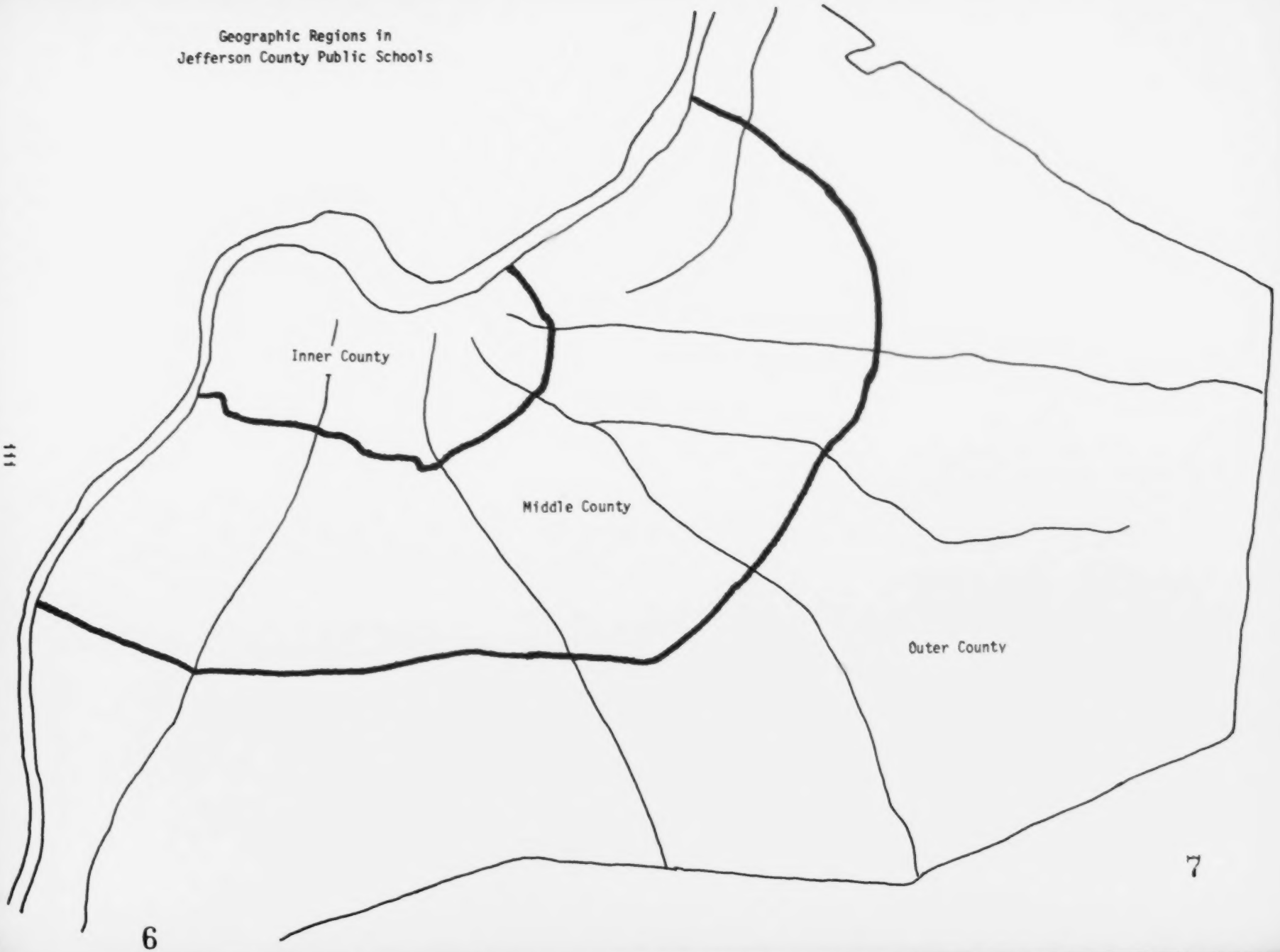
PREFACE

This report on the status of desegregation of students, teachers, administrators, and central office personnel in the Jefferson County Public Schools covers the 1986-87 school year. It is based on student enrollment as of September 5, 1986; teacher and administrator as of October 7, 1986; and central office personnel as of October 1, 1986. All data were supplied by staff of the Jefferson County Public Schools. Additional reports in this series are listed on page 48.


Geographic Regions in
Jefferson County Public Schools
Inner County
Middle County
Outer County

Officials of the Jefferson County Public Schools brought all but four schools into compliance with the student enrollment guidelines during 1986-87. This was a reduction from 33 schools out of compliance with the guidelines last year and the least segregated schools have ever been since school desegregation began in 1975.

Thirty-four more blacks were employed as teachers this year than last, the largest increase in the number of black teachers since school desegregation began. However, the percentage of black teachers remained unchanged during the last year at 16.1 percent of all teachers, and more schools were assigned racially imbalanced faculties than during any year since 1976-77.

One more black administrator was employed this year than last. This lifted the percentage of black administrators--at 20.3 percent of all administrators--to the highest level since school desegregation began.

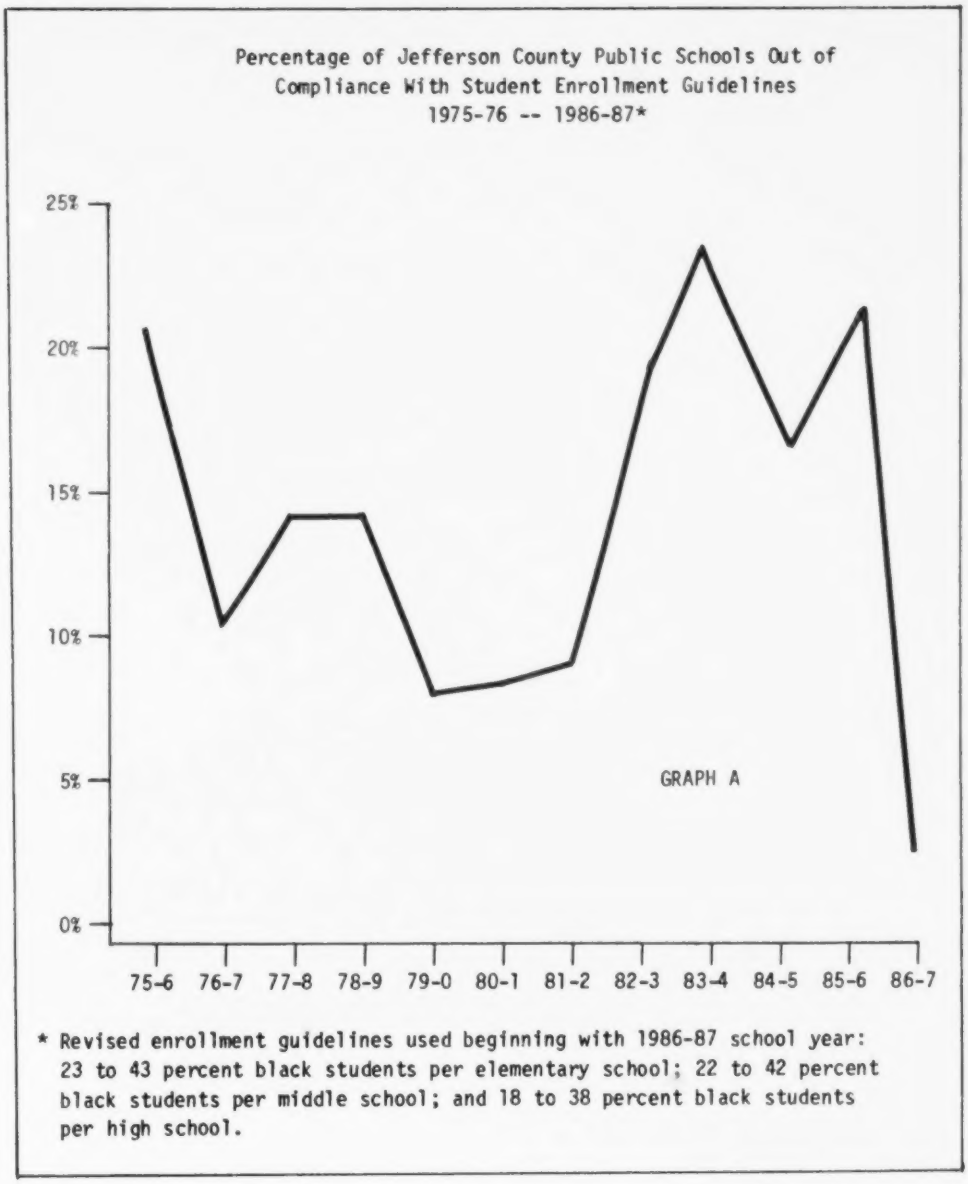
The assignment of black and white athletic directors and coaches was the most segregated of any professional position during 1986-87. Three vocational schools were not assigned a single black teacher, and the 18 black vocational teachers employed were just above a 10-year low.

SCHOOL COMPLIANCE BEST EVER

Only four schools--3.1 percent of the district's 129 schools--had black/white student ratios outside the revised enrollment guidelines as of September 5, 1986. Although this was by far the best school compliance record of any year since school desegregation began, this year's student count was taken much earlier than in previous years. Past reports in this series used student enrollment counts taken in mid-November to determine school compliance. An enrollment count taken later in September of this year found that more schools were outside the guidelines than on September 5th. (See Graph A).

Just two elementaries--Hartstern and Maupin (formerly Parkland)--were assigned enrollments outside the revised enrollment guideline of 23 to 43 percent black students per elementary. Hartstern, had an enrollment of 22.7 percent black students and Maupin had an enrollment of 43.5 percent black students. Because Maupin has been assigned enrollments above 43.0 percent black for the last two years, district officials are obligated under the assignment plan of 4/4/84 to make boundary adjustments to bring its enrollment back inside the student guideline. (See Table A).

Bruce Middle School and Butler High School were the only secondary schools assigned enrollments outside the guidelines. With 21.9 percent black students, Bruce fell just short of complying with the middle-school guideline of between 22 and 42 percent black students. Butler was assigned a black student enrollment of 38.4 percent--just slightly above the enrollment guideline of between 18 and 38 percent black students per high




school.

However, this excellent compliance record may in part result from the earliness of the enrollment count. A student count taken on September 19 for the Kentucky Department of Education raises the question that five secondary schools might have enrollments outside the guidelines.

They were Jefferson County Traditional Middle School (21.9 percent black students); Johnson Middle School (43.5); Kammerer Middle School (20.9); Butler High School (38.4); and Central High School (38.1).

This was over two times more secondary schools with enrollments outside the guidelines than on September 5th.*

Boundary Adjustments Dramatically Improve School Compliance; Was Success Bought By Transferring Problems to Future?

The main problem with the geographic student assignment plan begun in the elementary and middle schools last year was that it assigned too many blacks to the inner-city schools and too many whites to the outer-county schools. As a result, 10 inner-county schools were assigned more black students and 23 mostly outer-county schools were assigned more white students than allowed by the revised enrollment guidelines. This was the worst compliance record of any year since 1975-76.

Last winter school officials corrected the imbalanced assignment pattern by making massive revisions to the

---

* The September 19th data includes some students not included in the September 5th count. In the elementary schools, the inclusion of kindergarten students and special education students in the September 19th count makes comparability with the September 5th count impossible. Kindergarten students and some special education students are not been included in the desegregation plan. The inclusion of special education students in the September 19th count may also affect the comparability of the data between the two dates at three of the five secondary schools. Jefferson County Traditional Middle School was not assigned any special education students and the percentage of black students at Butler High School was unchanged with the addition of special education students between September 5th and 19th.

## Table A

Racial Composition of Schools Outside Student Enrollment Guidelines, 1982-83 -- 1986-87

Elementary Schools (Elementary guideline--23% to 43% black students 1986-87)
(Elementary guideline--16% to 40% black students 1982-83 -- 1985-86)

| 1982-83 | | | | 1983-84 | | | | 1984-85 | | | | 1985-86 | | | | 1986-87 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School | Black | Other | % B | School | Black | Other | % B | School | Black | Other | % B | School | Black | Other | % B | School | Black | Other | % B |
| Brandeis | 116 | 148 | 43.9 | Bloom | 42 | 227 | 15.6 | Brandeis | 114 | 161 | 41.4 | Bowen | 40 | 311 | 11.4 | Hartstern | 167 | 217 | 22.7 |
| Chenoweth | 156 | 177 | 46.8 | Brandeis | 127 | 139 | 47.7 | Cochran | 142 | 181 | 44.0 | Brandeis | 196 | 184 | 51.6 | Maupin* | 120 | 409 | 43.5 |
| Col. Taylor | 175 | 237 | 42.4 | Chenoweth | 137 | 156 | 46.8 | Col. Taylor | 166 | 229 | 42.0 | Breckinridge | 125 | 181 | 40.8 | | | | |
| Crums Lane | 195 | 273 | 41.6 | Cochran | 128 | 170 | 43.0 | Crums Lane | 260 | 248 | 51.2 | Cane Run | 199 | 290 | 40.7 | | | | |
| Englehard | 174 | 167 | 51.0 | Col. Taylor | 169 | 218 | 43.7 | Engelhard | 194 | 220 | 46.8 | Cochran | 143 | 160 | 47.2 | | | | |
| Foster | 133 | 148 | 47.3 | Crums Lane | 238 | 247 | 49.1 | Foster | 141 | 183 | 43.5 | Col. Taylor | 236 | 312 | 43.1 | | | | |
| Indian Trail | 177 | 218 | 44.8 | Englehard | 191 | 166 | 53.5 | Hartstern | 66 | 373 | 15.0 | Foster | 169 | 216 | 43.9 | | | | |
| Kennedy | 189 | 196 | 49.0 | Foster | 132 | 153 | 46.3 | Indian Trail | 189 | 240 | 44.0 | Franklin | 98 | 136 | 41.9 | | | | |
| King | 147 | 193 | 43.2 | Indian Trail | 171 | 243 | 41.3 | Jacob | 221 | 287 | 43.4 | Frayser | 286 | 398 | 41.8 | | | | |
| Lincoln | 100 | 148 | 40.3 | Jacob | 181 | 266 | 40.5 | Kennedy | 154 | 212 | 42.1 | Jacob | 232 | 340 | 40.5 | | | | |
| Luhr | 179 | 174 | 50.4 | Kennedy | 173 | 159 | 52.1 | Luhr | 137 | 161 | 46.0 | Kennedy | 186 | 225 | 45.2 | | | | |
| McFerran | 150 | 166 | 47.4 | King | 147 | 189 | 43.7 | McFerran | 142 | 166 | 46.1 | King | 197 | 229 | 46.2 | | | | |
| Norton | 134 | 187 | 41.7 | Luhr | 223 | 188 | 54.3 | Norton | 142 | 189 | 42.9 | Lincoln | 155 | 229 | 40.4 | | | | |
| Okolona | 54 | 338 | 13.7 | McFerran | 170 | 172 | 49.7 | Rutherford | 230 | 276 | 45.4 | Maupin | 227 | 214 | 51.5 | | | | |
| Parkland | 150 | 213 | 41.3 | Norton | 145 | 185 | 43.9 | Wellington | 168 | 247 | 40.5 | McFerran | 198 | 267 | 42.8 | | | | |
| Semple | 57 | 319 | 15.1 | Parkland | 152 | 186 | 45.0 | Z. Taylor | 77 | 106 | 42.1 | Mill Creek | 191 | 261 | 42.2 | | | | |
| Slaughter | 200 | 264 | 43.1 | Rutherford | 229 | 283 | 44.7 | | | | | Wheatley | 209 | 228 | 47.8 | | | | |
| Z. Taylor | 104 | 98 | 51.4 | Semple | 48 | 301 | 13.7 | | | | | Young | 258 | 296 | 46.6 | | | | |
| Young | 188 | 190 | 49.7 | Slaughter | 186 | 204 | 47.7 | | | | | Z. Taylor | 49 | 284 | 14.7 | | | | |
| | | | | Wellington | 165 | 234 | 41.3 | | | | | | | | | | | | |
| | | | | Wheatley | 137 | 171 | 44.5 | | | | | | | | | | | | |
| | | | | Young | 146 | 206 | 41.5 | | | | | | | | | | | | |
| | | | | Z. Taylor | 117 | 89 | 56.8 | | | | | | | | | | | | |

Secondary Schools (Middle school guideline--22% to 42% black students 1986-87)
(High school guideline--18% to 38% black students 1986-87)
(Secondary school guideline--16% to 35% black students 1982-83 -- 1985-86)

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DuValle M. | 316 | 514 | 38.0 | DuValle M. | 302 | 477 | 38.8 | Barrett M. | 172 | 317 | 35.2 | Barrett M. | 156 | 274 | 36.3 | Bruce M. | 158 | 565 | 21.9 |
| Johnson M. | 281 | 413 | 40.4 | Johnson M. | 257 | 406 | 38.8 | Kammerer M. | 277 | 492 | 36.0 | Johnson M. | 296 | 481 | 38.1 | | | | |
| Newburg M. | 403 | 448 | 47.3 | Newburg M. | 401 | 409 | 49.5 | Newburg M. | 347 | 381 | 47.7 | Meyzeek M. | 261 | 426 | 38.0 | | | | |
| Central High | 401 | 710 | 36.0 | Myers M. | 323 | 588 | 35.4 | Myers M. | 343 | 487 | 41.3 | Myers M. | 256 | 470 | 35.3 | | | | |
| Manual High | 659 | 1191 | 35.6 | Central H. | 374 | 538 | 41.0 | Central H. | 443 | 600 | 42.5 | Newburg M. | 308 | 419 | 42.4 | | | | |
| Southern H. | 322 | 1745 | 15.5 | Manual/YPA | 626 | 1121 | 35.8 | Western H. | 411 | 728 | 36.1 | Butler H. | 432 | 706 | 38.0 | Butler H. | 445 | 715 | 38.4 |
| | | | | Western H. | 430 | 789 | 35.3 | | | | | Central H. | 496 | 558 | 47.1 | | | | |
| | | | | | | | | | | | | Western H. | 420 | 718 | 36.9 | | | | |

* Out of compliance with revised enrollment guidelines for two consecutive years. Boundary adjustments required.

geographic assignment plan. At the elementary-school level, the revisions involved boundary changes at 63 schools and the creation of 15 new "satellite" zones in the West End. The satellites include attendance areas from which about 550 black students are bused out to suburban elementaries for all five of their elementary-school years. These students had previously been assigned to their neighborhood elementary for two or three years and to a suburban school for their remaining elementary years.

By decreasing the number of blacks assigned to the inner-county elementaries and increasing the number assigned to the outer-county elementaries, district officials dramatically improved elementary compliance. The two elementaries assigned enrollments outside the revised guideline this year are a 93.1 percent reduction from the 29 elementaries assigned racially imbalanced enrollments last year.

But to compensate for the increase in the number of elementary-school busing years, the "satellited" black students have been promised they will be allowed to spend either three middle-school years or all four high-school years at the inner-county school nearest them instead of being bused out to a suburban middle- or high school. It may be that the 550 satellited black students used to racially balance elementary schools this year will racially imbalance some inner-county and outer-county secondary schools in the coming years. (See the Conclusions beginning on page 28 for an analysis of how this reassignment might increase segregation.)

Student Assignments Less Segregated Between Inner- and Outer-County Schools

Paralleling the drop in the schools outside the enrollment guidelines was a dramatic improvement in the difference between the number of black students assigned to inner- and outer-county schools.* The percentage of blacks assigned to the 31 inner-county schools fell to 33.2 from 37.0 percent last year. In the outer-county schools, the percentage of black students rose to 27.8 from 25.2 percent. The 5.4 percent difference between the assignment of blacks in the two regions was the smallest it has been during the last five years, although this improvemnet is based on the earliest student count made during the period. (See Graph B).

The elementary schools had the most dramatic segregation reduction in the two regions. The percentage of black students assigned to the inner-county elementaries fell to 33.7 this year from 40.6 percent last year. In the outer-county elementaries, the percentage of black students rose to 32.1 from 25.3 percent. The difference between the percentages of black students assigned to the two sets of schools--at 1.6 percent this year compared to 15.3 percent last year--was by far the smallest of the last five years.

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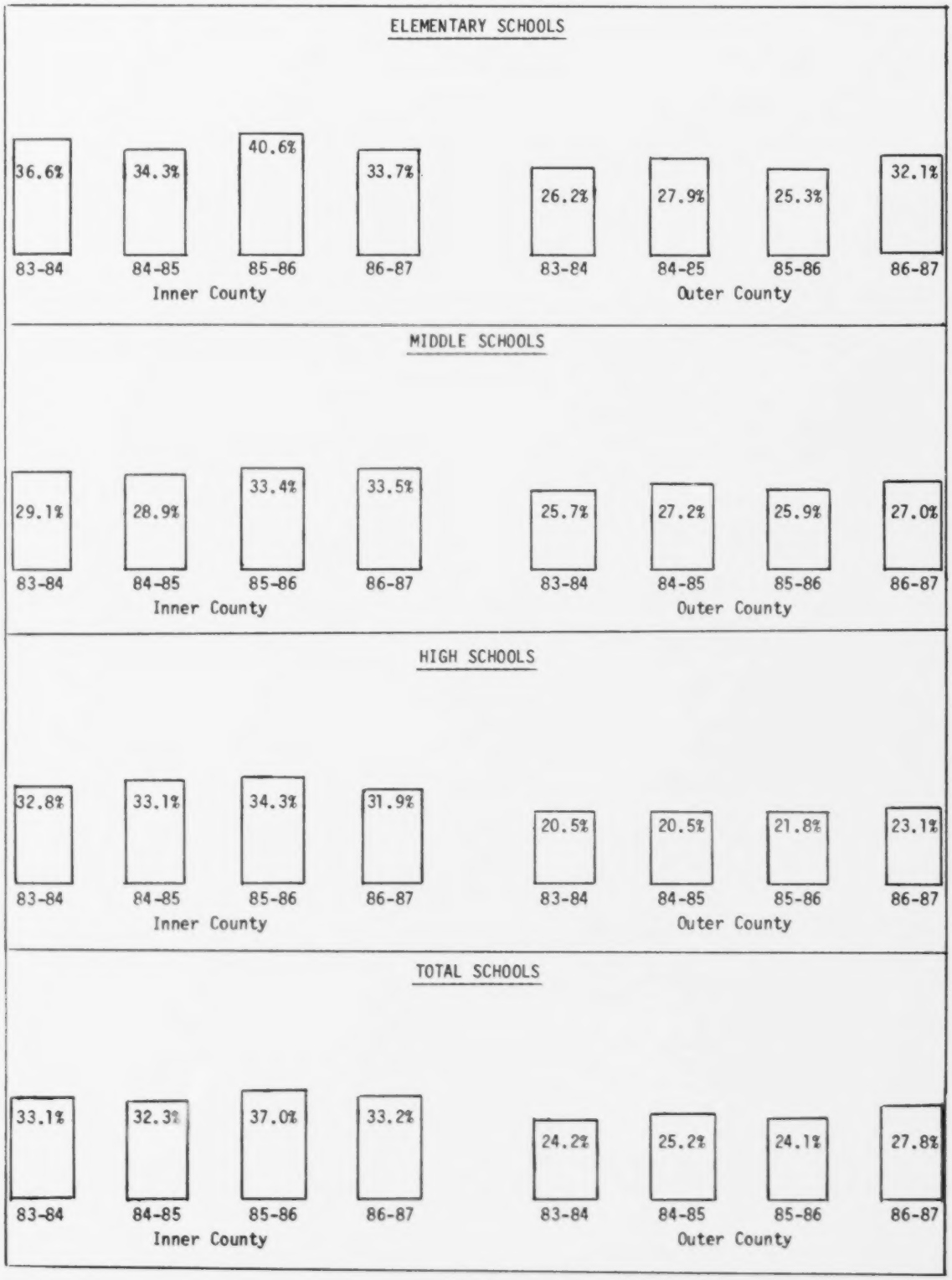
* The inner-county region consists of schools located inside the ring formed by Algonquin and Eastern Parkways. Schools in the middle-county region are located between the ring formed by Eastern and Algonquin Parkways on the the north, and a ring formed by Greenwood Road, Fern Valley Road, and Hurstbourne Lane to the east. The outer-county schools are located beyond this ring. A map of the geographic regions is on page iii.

GRAPH B

Percentages of Black Students Assigned
to Inner-County and Outer-County Schools
1983-1984 -- 1986-87



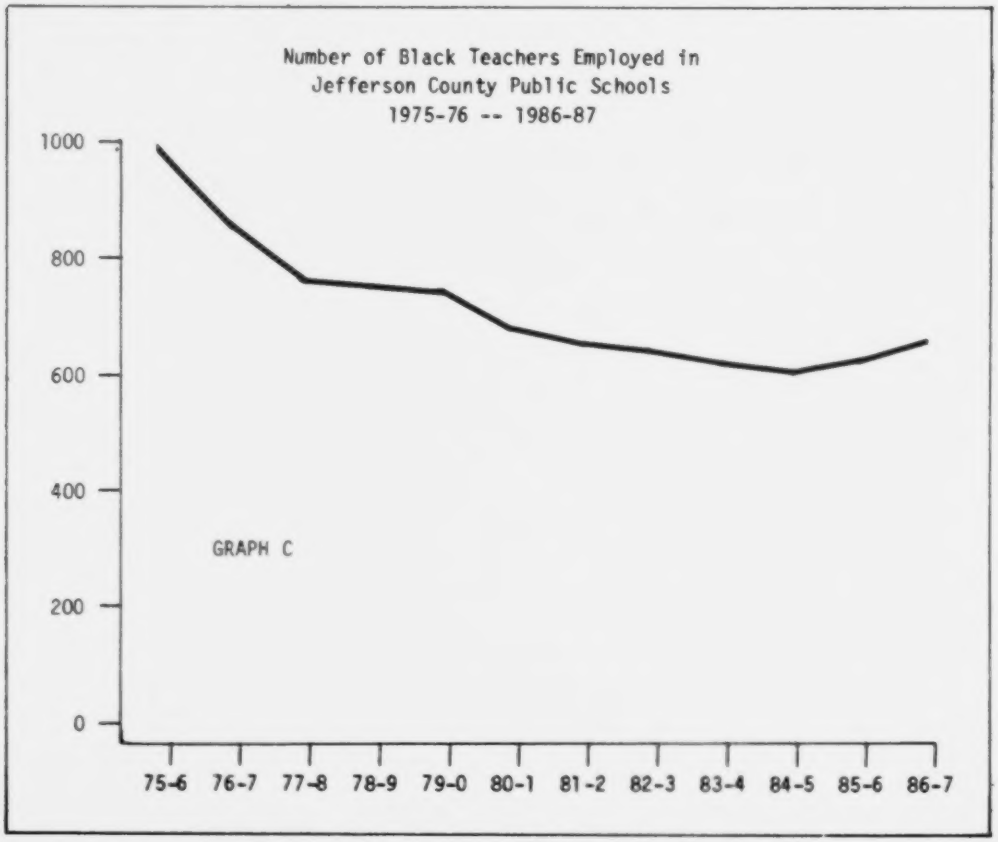
In the middle schools, however, school officials made little progress in racially balancing the assignments of black students between the inner- and outer-county. The percentage of black students assigned to the inner-county middle schools rose slightly to 33.5 from 33.4 percent last year. In the outer-county middle schools, blacks were 27.0 percent of all students this year compared to 25.9 percent last year. The 6.5 percent difference between the percentage of black students assigned to the two sets of schools was better than the 7.5 percent difference last year. But segregation between the middle schools in the regions was much worse than it was between 1982-83 and 1984-85, when the alphabetic assignment plan was in use.

Boundary adjustments at eight high schools and enhanced programs at Central High School helped district officials make good progress in reducing the segregation of black students between inner- and outer-county high schools. In the inner-county high schools, blacks made up 31.9 percent of all students during 1986-87, down from 34.3 percent last year. In the outer-county high schools the percentage of black students rose to 23.1 percent from 21.8 percent last year. The difference in the assignment of black students between inner- and outer-county high schools fell to 8.8 percent from 12.5 pecent last year. Although this was the largest racial imbalance of any school level, it was the smallest difference in the assignemnt of black students to the two sets of high schools of the last five years.

BLACK TEACHER INCREASE HITS 12-YEAR HIGH BUT NOT ENOUGH TO PREVENT WORST BLACK TEACHER GAP EVER; MORE SCHOOLS ASSIGNED RACIALLY IMBALANCED STAFFS

Officials of the Jefferson County Public Schools added more black teachers between 1985-86 and 1986-87 than during any year since school desegregation began in 1975. However, the percentage of black teachers remained unchanged at 16.1 percent. A higher percentage of schools was not assigned faculties racially balanced with the system-wide black/white teacher averages. In addition, more black teachers were needed to lift the percentage of black teachers up to the percentage of black students than during any year since school desegregation began.

District officials employed 34 more black teachers this year than last: 656 compared to 622. The percentage of black



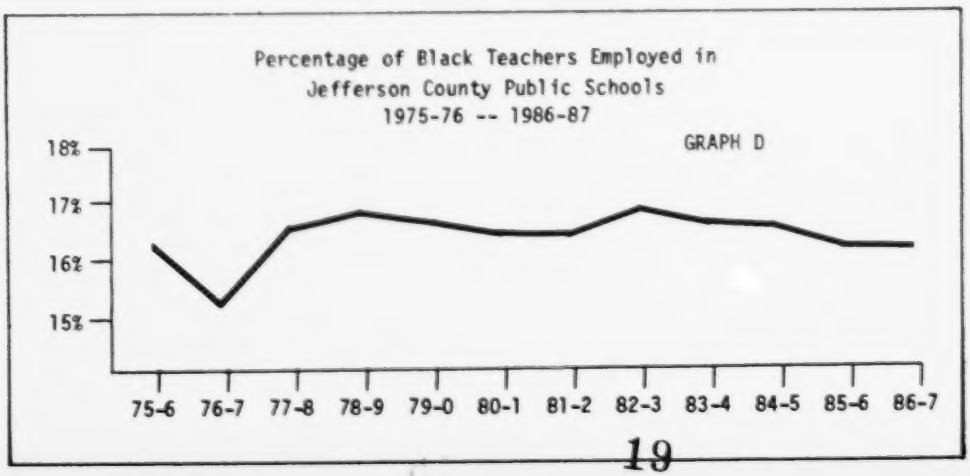
teachers remained unchanged at 16.1 percent due to the addition of 165 new white teachers. This tied as the second lowest percentage of black teachers since school desegregation began. (See Graphs C and D).

Black elementary teachers made up four of every five additional black teachers employed this year. Twenty-eight more black elementary-school teachers were employed this year than last: 347 compared to 319. The 8.8 percent increase was the largest since school desegregation began. More blacks were teaching elementary school than during any year since 1980-81.

However, the percentage of black elementary-school teachers declined to a tie for the second lowest level since school desegregation began due to an even larger increase in the number of white elementary-school teachers. Blacks were 18.8 percent of all elementary-school teachers this year, down from 19.3 percent last year.

In the middle schools, 161 blacks made up 18.2 percent of all teachers. This was an increase compared to last year when 158 blacks were 17.9 percent of all middle-school teachers.

Three more black teachers were also employed in the high schools. The 148 black high-school teachers were 11.1 percent

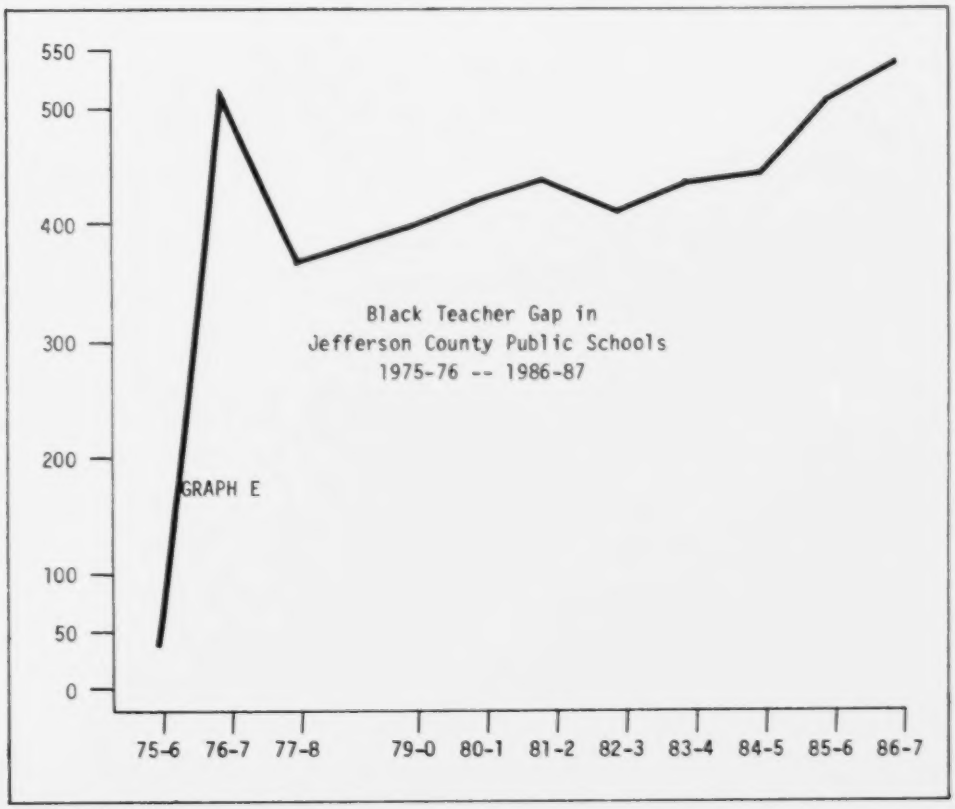


of all high-school teachers, up from 10.9 percent last year. More blacks taught in the high schools during 1986-87 than during any year since 1980-81.

Black Teacher Gap Worst Ever

Despite the largest increase in the number of black teachers since school desegregation began, more black teachers were needed to close the "gap" between the percentages of black students and teachers in 1986-87 than in any of the last 12 years. (See Graph E).

District officials needed to hire an additional 546 black teachers to bring parity between the percentages of black teachers and black students. This was up from 514 additional black teachers needed to close the "gap" last year.



The worsening of the black teacher gap was caused by the failure of district officials to increase the percentage of black teachers while the percentage of black students increased slightly to 29.6 from 29.4 percent.

The black teacher gap has risen without interruption since 1982-83, when it stood at 406.

## Black/White Teacher Distribution Worst Since 1976-77

Eighty-eight schools were not assigned faculties racially balanced with the Singleton Standard for certified teachers during 1986-87.* At 68.2 percent of all schools, a higher proportion of schools was assigned racially imbalanced teaching staffs than during any year since 1976-77. This was the seventh consecutive year that more than half of the schools have not been assigned teaching staffs racially balanced with Singleton.

Most of the increased segregation of teachers occurred in the elementary schools. Fifty-one elementaries--59.3 percent of the 86 elementaries--did not have faculties racially balanced

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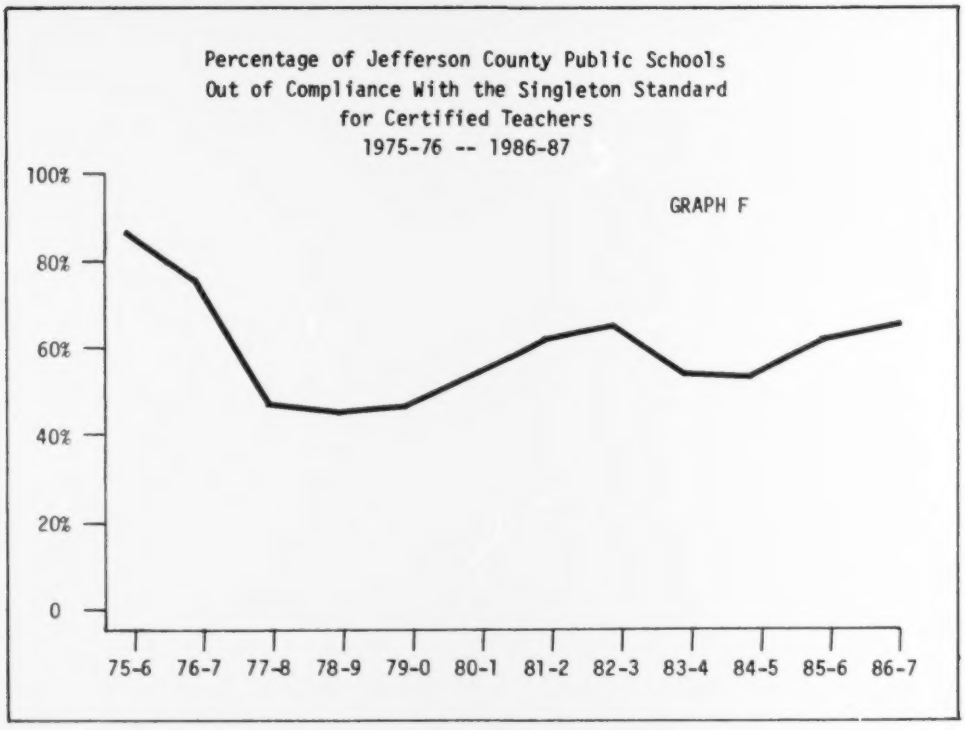
* Singleton v. Jackson Municipal Separate School District, 419 F. 2d 1218 (1969), requires that the ratio of minority group and majority group Student Serving Personnel in each school must be substantially the same as the ratio throughout the school system for that grade level. The decision states: "... The principals, teachers, teacher aides and other staff who work directly with children at a school shall be so assigned that in no case will the racial composition of a staff indicate that a school is intended for Negro students or white students ... the district shall assign the staff described above so that the ratio of Negro teachers to white teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system." The 1975 desegregation order provided the school system follow the Singleton ratio.




with the system-wide average of 18.8 percent black teachers in all elementary schools. This was the largest number of elementary schools assigned racially imbalanced teaching staffs since 1976-77.

Of the 23 middle schools, 19 or 82.6 percent were not assigned faculties racially balanced with Singleton. This was one fewer than last year. The 19 were just two short of the record 21 middle schools assigned racially imbalanced teaching staffs during 1980-81 and 1984-85.

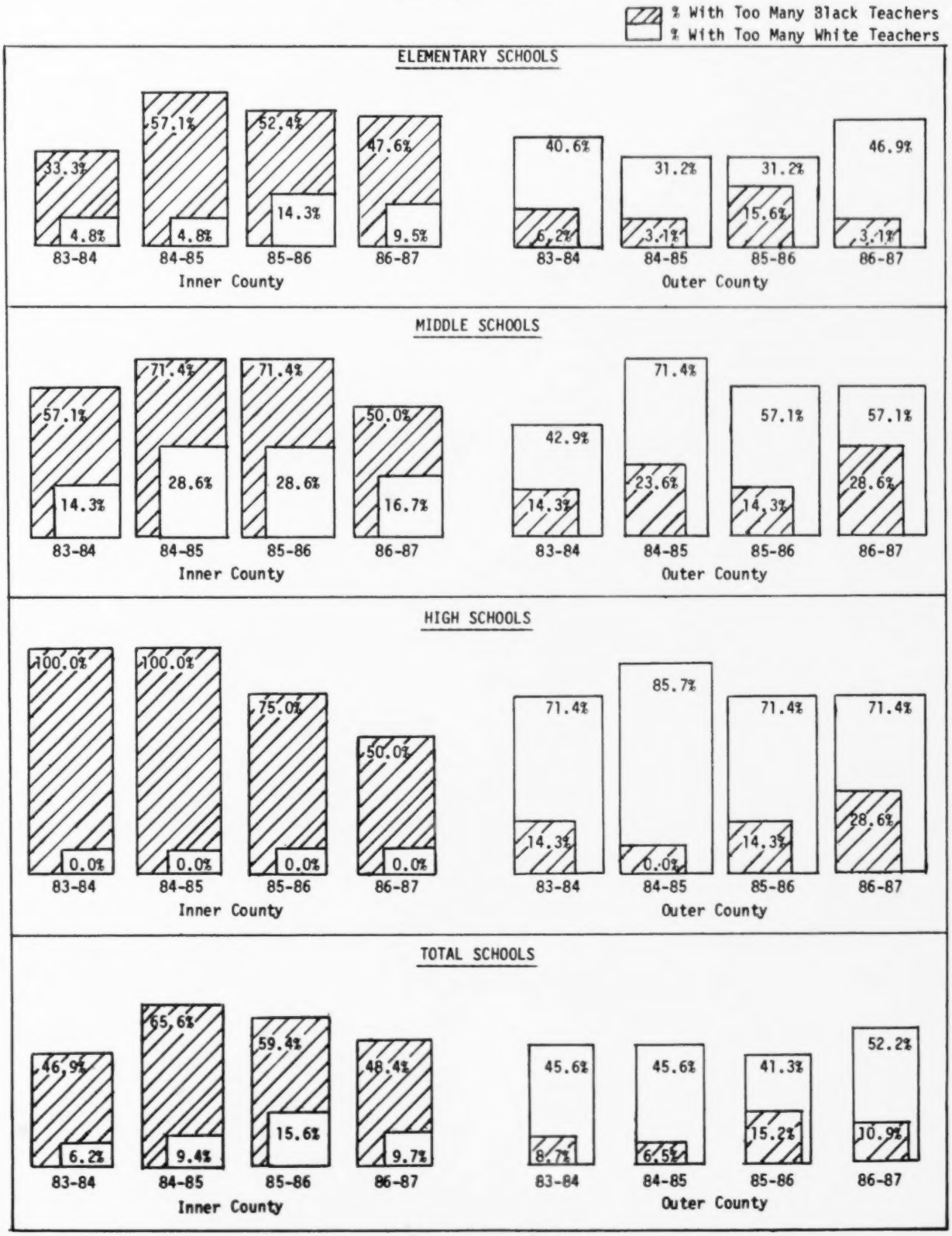
Eighteen of 20 high schools--90.0 percent--were outside Singleton during 1986-87, the same as last year.

Racial Imbalance Between Faculties of Inner- and Outer-County Schools Still Pronounced; Racial Distribution of Teachers Worsens Most in Middle-County, Improves Most in Inner-County Schools

Segregation continued to exist in the number of inner-county schools assigned too many black teachers and the

GRAPH G

Percentages of Inner-County and Outer-County Schools
Assigned Teaching Staffs Racially Imbalanced With Singleton
1983-1984 -- 1986-87



number of outer-county schools assigned too many white teachers. (See Graph G).

Fifteen inner-county schools--48.4 percent--were assigned too many black teachers while only five outer-county schools--10.9 percent--had too many black teachers. Conversely, only three inner-county schools--9.7 percent--were assigned too many white teachers while 24 outer-county schools--52.2 percent--were assigned too many white teachers.

The teaching staffs of the inner-county schools were less segregated this year than last: fewer had too many black teachers and fewer had too many white teachers. In the outer-county, more schools were assigned too many white teachers but fewer schools were assigned too many black teachers.

Segregated teacher assignments in the middle-county schools increased considerably during the last year. Forty-one of 52 schools--78.9 percent--were assigned racially imbalanced faculties during 1986-87 compared to 62.7 percent last year. Twenty-one middle-county schools were assigned too many black teachers, 20 were assigned too many white teachers, and 11 were assigned racially balanced faculties.

## Distribution of High School Coaches and Athletic Directors Maintains Vestiges of Segregation

The concentration of black coaches and athletic directors in inner-county high schools and the concentration of white coaches and athletic directors in outer-county high schools was the most segregated of any professional personnel during 1986-87 and a clear violation of the Singleton principles.

Blacks made up 44.2 percent of the coaches and athletic directors assigned to the four inner-county high schools compared to 10.7 percent in the seven outer-county high schools. Even though there are almost half as many inner-county as outer-county high schools, the inner-county high schools were assigned more than twice as many black coaches and athletic directors as the outer-county high schools: 19 compared to eight.*

Central and Shawnee were the only high schools assigned black athletic directors; the only high schools with black head coaches in all three major sports--basketball, cross-country, and football; and the only two schools where blacks made up more than 50 percent of all coaches and athletic directors.

At Central, three of five football coaches were blacks, two of four basketball coaches were blacks, and the only cross-country coach was black. Blacks held seven of 11 coaching and athletic directing positions at Central.

At Shawnee, three of four football coaches were blacks, all four basketball coaches were blacks, and the only cross-country coach was a black. Blacks held nine of 10 coaching and directing positions at Shawnee.

The percentages of blacks holding positions as coaches and athletic directors at Central and Shawnee--at 63.7 and 90.0 percent, respectively--were significantly higher than the system-wide average of 21.7 percent black coaches and athletic directors per high school.

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* Only coaches of fall and winter sports were available for inclusion in this report. Coaches of the following high school sports are included: basketball, varsity and junior varsity, boys and girls; cross country, boys and girls; and football.

In contrast to Central and Shawnee, four high schools--Fairdale, Pleasure Ridge Park, Southern, and Western--were not assigned a single black basketball, cross-country, or football coach during 1986-87.

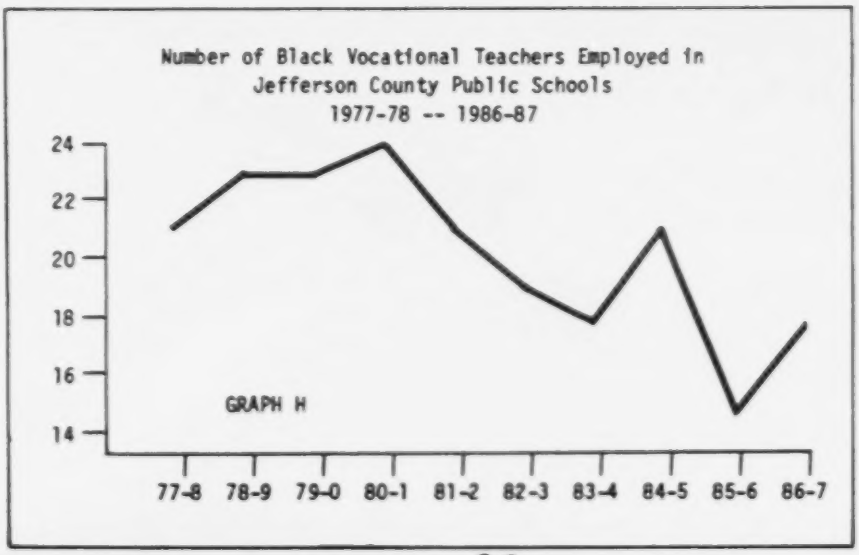
## THREE VOCATIONAL SCHOOLS ASSIGNED NO BLACK TEACHERS; BLACKS STILL UNDER-REPRESENTED AMONG VOCATIONAL TEACHERS

The distribution of black and white teachers among the nine vocational schools continued to be a flagrant violation of the Singleton principle.

Pleasure Ridge Park, Westport, and Jeffersontown vocational schools were not assigned a single black teacher during 1986-87.

Westport Vocational has not been assigned a black teacher since 1979-80. No black teacher has been assigned to Pleasure Ridge Park Vocational since at least 1976-77. Jeffersontown Vocational has not had a black teacher for the last two years.

In contrast, Detrick Vocational School, located in the inner-county, was assigned five black vocational teachers. Lyndon and Mill Creek vocational schools were each assigned four black vocational teachers. Thus almost three of four black

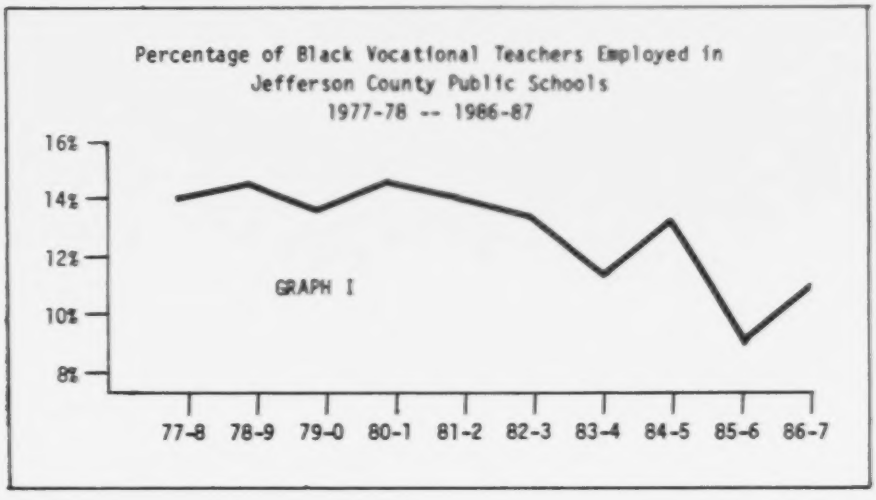


vocational teachers were assigned to only one of three vocational schools.

Last year four vocational schools were not assigned any black teachers and three vocational schools were assigned two of every three black teachers.

Although three more black vocational teachers were employed this year than last, blacks were only slightly more than one of ten vocational teachers. This was below the low level of regular-program teachers and far below the percentage of black vocational students. (See Graphs H and I).

Eighteen blacks taught in the vocational schools during 1986-87 compared to 15 last year. They were 11.7 percent of all vocational teachers this year and 9.5 percent last year. The number of black vocational teachers was tied for the second lowest since 1977-78. The percentage of black vocational teachers was the second lowest since 1977-78.

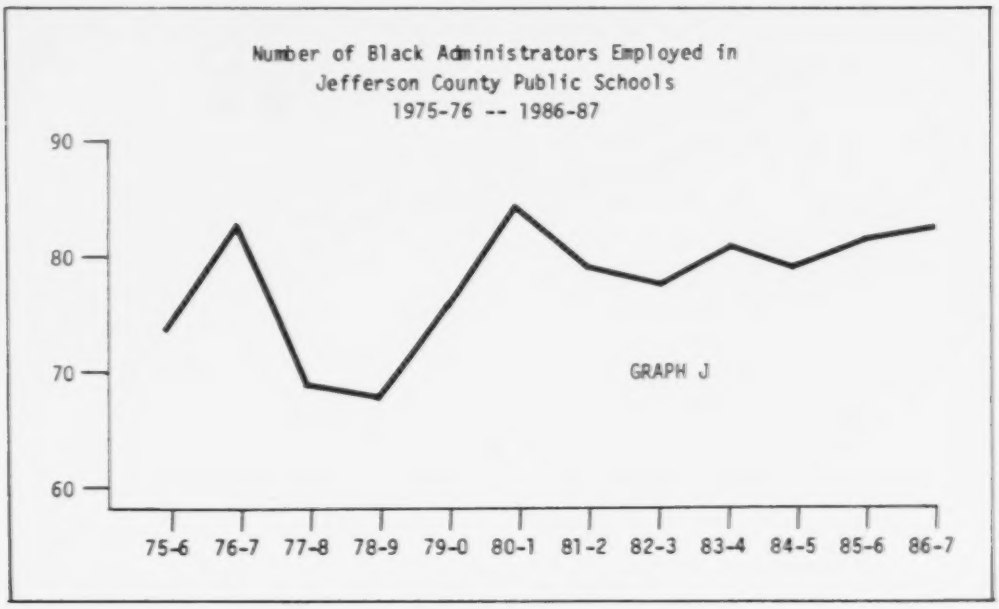


PERCENTAGE OF BLACK ADMINISTRATORS INCREASES TO 12-YEAR HIGH AND MORE SCHOOLS HAVE BLACK ADMINISTRATORS, BUT BLACKS STILL CONCENTRATED IN INNER-COUNTY SCHOOLS

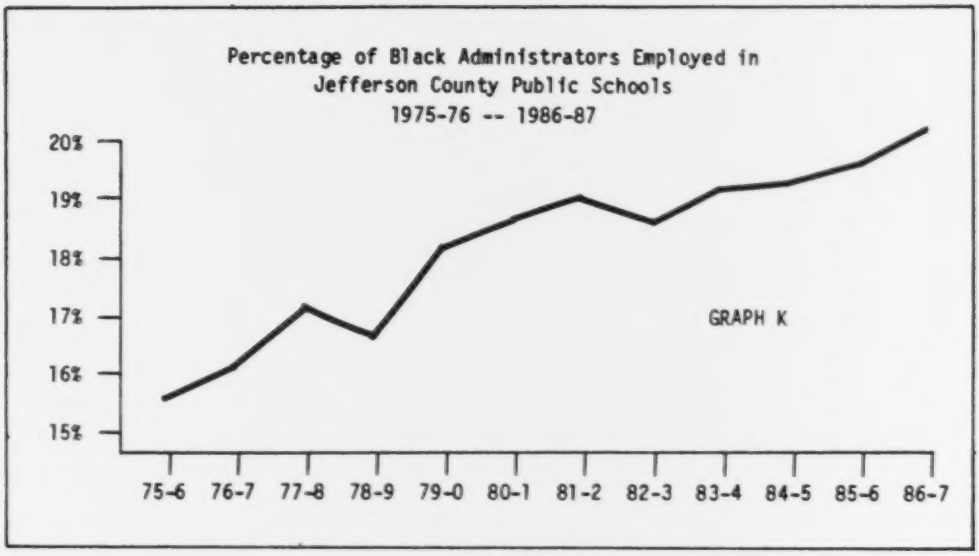
District officials continued to make slow progress in employing more black administrators and in increasing the number of schools assigned at least one black administrator. However, the percentage of black administrators assigned to the inner-county schools remained about two times more than the percentage of black administrators assigned to the outer-county schools.

Eighty-four blacks were 20.3 percent of all school administrators during 1986-87. This was the highest percentage of black administrators employed during the last 12 years but was one short of the numerical high reached in 1980-81. (See Graphs J and K).

Forty blacks were administrators in the elementary schools this year, two more than last year. They were 23.3 percent of




GRAPH J




all elementary administrators compared to 22.1 percent last year. Both the number and percentage of black elementary-school administrators were 12-year highs.

In the middle schools, 21 blacks made up 20.6 percent of all administrators. Last year 22 blacks were 21.1 percent of all middle-school administrators. The highest number of black middle-school administrators--27--were employed in 1976-77; the highest percentage--26.6 percent--were employed during 1975-76.

Twenty-three blacks were administrators in the high schools during both this year and last. The percentage of black high-school administrators rose to 16.4 percent--a 12-year high--from 16.2 percent. Since school desegregation began, the 27 black high school administrators employed during 1979-80 were the most ever employed.

Black Administrators in More Schools Than Ever Before

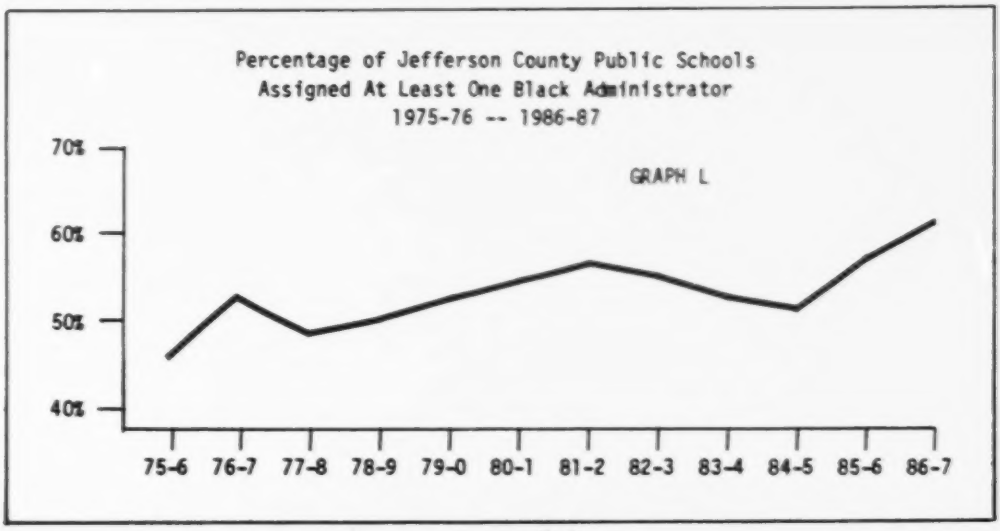
Eighty of the 129 Jefferson County Public Schools--62.0 percent--were assigned at least one black administrator during 1986-87. Although this was the largest number of schools to be

assigned at least one black administrator since school desegregation began, it left over one of three schools--almost all elementaries--without a single black administrator. (See Graph L).

Thirty-nine of 86 elementaries were assigned at least one black administrator during 1986-87. However, this was an improvement from last year, when 35 elementaries had at least one black administrator. More elementaries and a higher percentage of elementaries had at least one black administrator during 1986-87 than during any year since school desegregation began.

All but two middle schools, and every high school was assigned at least one black administrator--the same numbers as last year. Conway and Highland were the only middle schools not assigned a black administrator.

Only once during the last 12 years has each middle school been assigned at least one black administrator. All high schools were assigned at least one black administrator during each of the last two years and between 1977-78 and 1981-82.

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## Black Administrators Remain Concentrated in Inner-County Schools, White Administrators in Outer-County Schools

The disparity between the percentages of black administrators assigned to inner-county and outer-county schools narrowed slightly during the last year but remained significantly large.

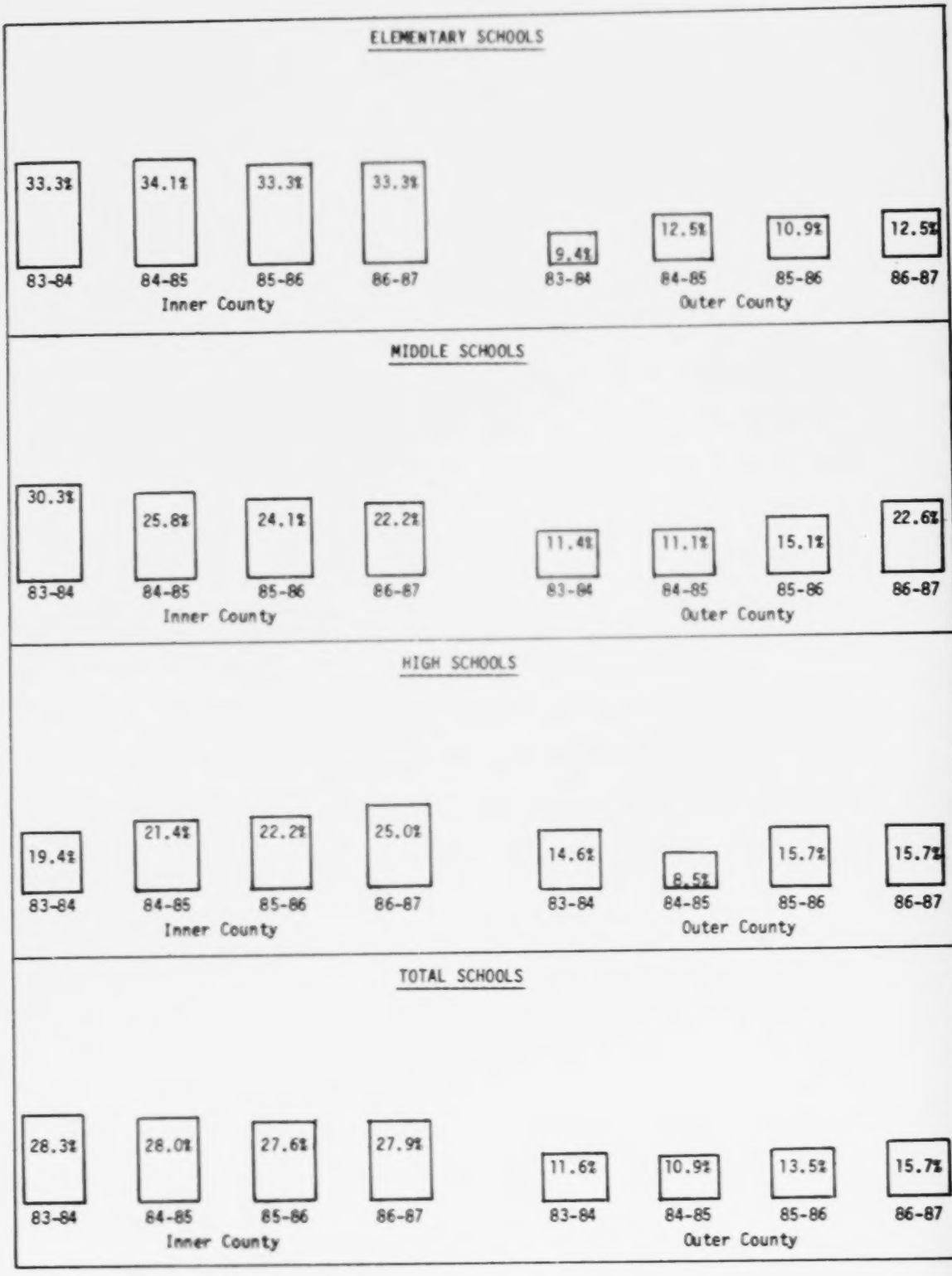
Twenty-six blacks were 27.9 percent of the 93 administrators assigned to the inner-county schools. In the outer-county schools, 23 blacks were 15.7 percent of administrators. The difference between the percentage of black administrators assigned to the two sets of schools--at 12.2 percent--was the smallest of the last five years. Last year 27.6 percent of all inner-county administrators were black and in the outer-county schools, 15.7 percent of the administrators were black. (See Graph M).

The disparate assignment of black administrators between inner- and outer-county schools grew worse in the high schools, reversed completely in the middle schools, and was little-changed in the elementary schools during the last year.

The percentage of black administrators assigned to the inner-county high schools rose while no change occurred in the percentage of black administrators assigned to the outer-county high schools. Blacks were 25.0 percent of all inner-county high school administrators and 15.7 percent of all outer-county high school administrators compared to 22.2 and 15.7 percent, respectively, last year. The loss of three white inner-county administrators accounted for the increase in the percentage of black inner-county high school administrators.

GRAPH M

Percentages of Black Administrators
Assigned to Inner-County and Outer-County Schools
1983-1984 -- 1986-87



As has occurred annually since 1983-84, two black administrators were assigned to the inner-county high schools Central and Shawnee during 1986-87. Moore was assigned two black administrators for the second consecutive year. Central and Shawnee were both identifiably black schools before school desegregation began; Moore serves a portion of the predominantly black Newburg neighborhood.

In the middle schools, the percentage of black administrators assigned to the outer-county middle schools surpassed the percentage assigned to the inner-county middle schools for the first time during the last five years. Blacks were 22.6 percent of all outer-county middle school administrators compared to 22.2 percent of all inner-county middle school administrators. Last year, 15.1 percent of the outer-county middle school administrators were blacks compared to 24.1 percent in the inner-county schools. The addition of a black administrator at Carrithers and Frost caused the jump in the outer-county percentages.

The uneven distribution of black and white administrators among the inner- and outer-county elementary schools persisted during 1986-87. Blacks made up one of every three administrators --33.5 percent--in the inner-county elementaries compared to one of eight administrators--12.5 percent--in the outer-county elementaries. Last year blacks were 33.3 percent of the inner-county elementary administrators and 10.9 percent of the outer-county administrators.

Kennedy was the only elementary to be assigned two black administrators during 1986-87. Last year three elementaries were assigned two black administrators.

RACIAL COMPOSITION OF CENTRAL OFFICE STAFF FAR FROM SYSTEM-WIDE BLACK/WHITE STUDENT RATIO

Blacks held 313 of 1,823 central office positions--17.2 percent--as of October 1, 1986.* This was well below the 29.6 percent black student enrollment in the Jefferson County Public Schools.

A lower percentage of blacks were employed in four job categories than the average of 17.2 percent blacks employed in all central office positions. Blacks made up 16.9 percent of 148 other classroom teachers; 12.6 percent of 103 technicians; 8.9 percent of skilled crafts people; and 4.9 percent of the "other" professional staff.

No blacks held positions in the following small job categories: assistant principals, nonteaching; guidance counselors; and librarians/audio-visual staff.

Blacks employed on the central office staff were concentrated in two job categories: service workers and clerical/secretarial staff. Almost one of every two black central office staffers was a service worker: 141 of 313 or 45.0 percent. Fifty-four blacks--17.2 percent of all central office staffers--were employed in clerical/secretarial positions.

The highest percentage of blacks were employed in two job categories in which blacks were 33.3 percent of all employees:

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* The central office staff consists of 13 job categories divided among the Van Hoose Education Center, the Durrett Education Center, the Gheens Professional Development Center, the C.B. Young Jr. Service Center, the Dawson Annex, and the Blankenbaker Garage.

principals and para-professionals. Nineteen of 57 para-professionals were blacks. Three of the 10 central office staff principals were blacks.

Two other categories in which a higher percentage of blacks were employed than throughout the central office staff were consultants and supervisors of instruction; and officials, administrators, and managers. Eight blacks were 23.8 percent of the 21 central office consultants and supervisors of instruction, and 21 blacks were 18.4 percent of the 114 officials, administrators, and managers employed on the central office staff.

The addition of 227 blacks would bring the percentage of black central office staff members up to 29.6 percent of the central office work force--the same percentage of black students in the school system.

## CONCLUSIONS

School officials, civil rights advocates, and students and parents deserve praise for the success the Jefferson County Public Schools has made in placing almost all schools within the enrollment guidelines for the first time since school desegregation began.

Success one year, of course, does not insure success in future years. A handful of desegregation problems remain unsolved which require the immediate attention of the school board and district officials.

### 1. RETURN TO COUNTING ENROLLMENT IN MID-NOVEMBER

The school should return to counting student membership by race in mid-November of each year as it was directed to do by Judge Gordon in the alphabetical desegregation plan he approved in 1975.

The student count which district officials made on September 5th was taken too early to be a fair representation of enrollment for the entire year. Beginning-of-school problems such as student transfers and late enrollments have not all been resolved by the end of the second week of school. While it is true that student enrollment fluctuates throughout the year, the student enrollment problems early in the school year are special. They do not adequately reflect the more predictable enrollment fluctuations which will occur after "the dust" has settled.

A student count made two weeks later which includes special education students not included in the September 5th count suggests that five secondary schools might have enrollments outside the guidelines. They were Johnson, Kammerer, and Jefferson County Traditional middle schools, and Central and Butler high schools. This compares to only two secondary schools outside the guidelines as of September 5th.

Had the count for the state not included kindergarten students--all of whom are assigned their nearest school and not included in desegregation busing--and special education students, it seems possible that the elementary school enrollments reported on September 19th would also have shown an increase in noncompliance.

In addition to a hurried student count after only two weeks of school, district officials also did not report fractions of percentages for the second consecutive year. Instead of rounding percentage enrollments to the nearest tenth as they had done for the 10 previous years, district officials rounded fractions of percentages above .5 up to the nearest whole number and rounded fractions of percentages under .5 down to the nearest whole number.

For example, district officials reported in September that enrollment at Maupin was 43 percent black and therefore in compliance with the enrollment guideline. In reality, 43.5 percent of the students assigned to Maupin were black.

The rounding of fractions enabled officials to report that all schools were inside the guidelines as of September 5th when in fact two schools were assigned black enrollments

fractions below the minimum required and two schools were assigned black enrollments fractions above the maximum required.

District officials also made an inconsistent student enrollment count last year. For the 1985-86 school year, the district officials initially excluded 8,600 advance program and special education students from their student count. Only 16 schools were out of compliance with the revised enrollment guidelines according to this count. After civil rights leaders strongly criticized the changed counting procedure, an enrollment count consistent with prior methodology--which included the two groups of students--found that 33 schools were outside the guidelines. This was the most segregated student assignment pattern of any year since school desegregation began.

In short, district officials have been less than straightforward in counting students for the last two years. To make the schools seem more desegregated than they have been, district officials have used both the most advantageous time of counting students and the most advantageous method of counting students.

## Boundary Adjustments Depend on Accurate and Systematic Student Count

It is especially important that the mid-November counting date and the practice of counting fractions be reinstated because district officials must make boundary adjustment decisions based on a fair and accurate student count. According to the student assignment plan approved by the board on 4/4/84,

district officials must make boundary adjustments if a school is out of compliance for two consecutive years or for three of five years.

Obviously if district officials make an early, unrepresentative student count before all students have settled into school, and if they ignore percentage fractions, they will be able to increase the number of schools they consider in compliance. This reduces their obligation to make boundary adjustments and increases student segregation.

One school--Maupin Elementary--has been assigned more than 43.0 percent black students for two consecutive years: 51.5 percent black in 1985-86 and 43.5 percent black in 1986-87. Boundary adjustments are now required to pull Maupin's enrollment back into compliance.

Two consecutive years of misleading enrollment data reported by district officials is proof enough that a consistent counting method compatible with prior years should be reinstated. The mid-November count and the practice of rounding enrollment percentages to the nearest fraction as practiced in the past are the best methods of counting students and should be reinstated.

## 2. CONSIDER BOUNDARY ADJUSTMENTS NOW TO ACCOMMODATE ADDING 550 MORE BLACK STUDENTS TO THE INNER-COUNTY SECONDARY SCHOOLS

While the modifications made to the geographic assignment plan last March so far have been--at least as of September 5th--very successful in desegregating schools, the success achieved may have been bought with segregation problems in some

secondary schools in the near future.

Modifications made by district officials last March included the creation of "satellite zones"--mostly in the West End--from which a total of about 550 black students are being bused to suburban elementaries for five consecutive years instead of the previous two or three years. The change decreased the percentage of blacks attending the inner-county elementaries, increased the percentage of blacks attending the outer-county elementaries, and was the primary factor in the dramatic improvement in overall school compliance.

To compensate for this increase, most of these black students will have the choice of either attending their "neighborhood" middle school for three years or their "neighborhood" high school for four years. These students are now bused to a suburban middle or high school for all of their middle- and high-school years.

Thus the desegregation gains made in the elementary schools this year may well turn into desegregation losses at the secondary schools in the near future. Inner-county secondaries will be assigned more black students and suburban secondaries will be assigned fewer black students. With the black student enrollments at many of these schools already close to the allowable limits, the reassignment of 550 black middle- and high school students could cause secondary school segregation to worsen.

For example, the addition of only 288 black students to all of the four inner-county middle schools--Johnson, Western, Noe, and Meyzeek--would be enough to push the percentage of black

students above 42.0 percent at each based on 1986-87 enrollment. At Central and Shawnee, the two inner-county high schools, a total of 91 additional blacks would be enough to push each above 38.0 percent black students based on their 1986-87 enrollments.

Thus, the reassignment of only 379 black students--about two-thirds of the 550 blacks expected to be reassigned--could be enough to push many of the inner-county secondary schools out of compliance.

Quantifying specifically how the loss of 550 black students will effect enrollments at the suburban secondary schools they would have been asigned to is more difficult because that information has not been made public. However, of the seven suburban middle schools that are assigned blacks from the West End, four--Crosby, Frost, Kammerer, and Stuart--are within three percentage points of being assigned too few black students. Only a small loss of black students would be enough to push them out of compliance; a small rise in white enrollment would compound the problem and make the racial balance even worse.

In the high-schools, Southern and Fern Creek were within three percentage points of being assigned too few black students. The loss of 60 black students would have been enough to push the enrollments of each below the minimum black student percentage. Again, an increase in the number of white students would further increase segregation.

Mistakes of Past Must Not Be Forgotten

Two times in the recent past the school board has approved major student assignment policies which produced disasterous results.

The first major board mistake occurred in April, 1980. The board made two key decisions then which increased student segregation. First, it removed four suburban elementaries from sending white students to four inner-county elementaries. Second, to compensate inner-county blacks for the reduced busing of whites, board members voted to return to a busing pattern--already a proven failure--which allowed more blacks to stay in the inner-county elementaries.

As a result of these decisions, the number of racially imbalanced West End elementaries rose from one in 1979-80 to eight in 1980-81. The total percentage of racially imbalanced schools rose from 8.4 percent in 1979-80--the best school compliance record up to that time--to a high of 19.4 percent in 1982-83. Segregation had gotten so bad by then that district officials decided a new student assignment plan was needed to correct the problem. (See Staff Report 84-3, "Jefferson County School Officials Allow Continued Resegregation 1983-84," pgs. 5 -- 8, for a more detailed explanation of how these decisions affected desegregation.)

More recently, the geographic plan approved by the school board on April 4, 1984 assigned racially imbalanced enrollments to a record 33 schools last year as measured by the revised enrollment guidelines. That plan further reduced the desegregation busing of white elementary students and again

left too many blacks in the West End elementaries. The resulting problem--too many whites in the outer-county elementaries and too many blacks in the inner-county elementaries--was resolved last March with the board voting to increase busing of West-End black elementary students but to allow these students to attend an inner-county middle- or high-school.

District officials and board members should anticipate problems now which will arise when more blacks are allowed to attend the inner-county secondary schools.

## 4. HIRE MORE BLACK TEACHERS AND ADMINISTRATORS

District officials need to hire more black teachers than ever before despite the fact that they have increased the number of black teachers for two consecutive years and have an active, apparently successful, black-teacher recruitment program.

Real gains for black teachers will not occur until the percentage of black teachers increases. Until that happens, the black teacher gap will remain above or near record levels.

With more black teachers in the system now than during any year since 1980-81, district officials now have a large pool from which to accelerate the slow progress they have made in hiring more black administrators. Although 84 black administrators made up 20.3 percent of all administrators in 1986-87--the second largest number and the highest percentage since school desegregation began--this is only slightly above

the 1981-82 level, when 80 blacks were 19.1 percent of all administrators. Faster progress seems possible.

5. CORRECT BLATANT SINGLETON VIOLATIONS

The placement of the additional black teachers and administrators district officials need to hire should be made with the objective of breaking the destructive pattern of racial identifiability in the assignment of professional personnel which has emerged in some schools--especially in the schools which were identifiably black before desegregation.

District officials and the public should consider what answers can be found for the following questions.

Why have Fairdale, Pleasure Ridge Park, Southern, and Western not been assigned a single black football, basketball, or cross-country coach, nor any black atheletic director? Why did each of these schools need to add black teachers to meet the Singleton ratio?

Why are Central, Shawnee, and Moore the only high schools assigned two black administrators? Why are Shawnee, Moore, Seneca, Central, and Butler the high schools which have been assigned the highest proportion of black teachers?

Why have Central and Shawnee been assigned the only black athletic directors in the district? Why have Central and Shawnee been assigned the only coaching staffs comprised of more than 50 percent black coaches? And why are Central and Shawnee the only high schools assigned black head coaches in all three major sports--basketball, football, and cross-country?

These conditions cannot be considered coincidental. Answers

to these questions should prompt district officials to change the assignment policies of professional personnel at these schools before the beginning of the next school year.

6. COMPLY WITH ALL ASPECTS OF 4/4/84 ASSIGNMENT PLAN

The assignment plan which was adopted after months of disagreement and controversy on 4/4/84 deserves more than lip-service from district officials. Actions by district officials which are at best questionable and at worst violations of the 4/4/84 plan include:

A. Closing DuValle Middle School. The closing of DuValle Middle School to regular-program students at the end of the 1985-86 school year is a violation of that part of the plan which states that: ". . . no school which would be black racially identifiable by its natural attendance zone shall be closed nor shall any school be built or opened which does not promote racial integration without a recommendation of the committe advising the Assistant Superintendent for Human Resources."

District officials have argued that because DuValle was converted to an adult educational center it was not actually "closed" and that a "consultation" with and a report from the advisory committee meets the definition of a "recommendation." This kind of semantic hair-splitting is inconsistent with the goals of increasing confidence in the public schools.

B. The need for boundary adjustments when schools are out of compliance for two consecutive years or for three of five

years.

As previously stated, Maupin has been out of compliance for two consecutive years and so requires boundary adjustments before the beginning of the next school year. Returning to a mid-November student counting date and inclusion of fractions will ensure that a consistent method is established for determining when boundary adjustments are needed. A set policy for counting students will remove the guesswork from how district officials will count enrollments next year.

District officials should provide the school board and the public with an item-by-item report on how the school system is working to live up to the 4/4/84 plan. Areas where adherence to the plan is weak should be strengthened.

## 7. SUPPORT EFFORTS TO INCREASE HOUSING DESEGREGATION

Increased housing desegregation remains the one sure way to reduce desegregation busing for black students and for those white students who participate in desegregation busing for a few of their elementary years.

School officials, county planners, developers, and civil rights workers need to coordinate efforts to insure that new housing be constructed and marketed so as to benefit school desegregation. This means both encouraging the movement of blacks into previously all-white suburbs and the movement of whites into the inner-county.

## Education Gains Must Not Be Lost to Increased Segregation

The school system has been making initiatives recently which have the potential to improve the academic acheivement of Jefferson County students. But these educational initiatives will be less successful than they could be if the desegregation gains made this year are allowed to slip away. District officials and school board members have the control to determine which course is taken.

## APPENDIX A

### Student Enrollment in Jefferson County Public Schools By Race and Geographic Region, 1986-87*

### INNER COUNTY

| Elementary | Black | Other | Total | % Black |
|---|---|---|---|---|
| Atkinson | 193 | 413 | 606 | 31.84 |
| Bloom | 78 | 233 | 311 | 25.08 |
| Brandeis | 137 | 187 | 324 | 42.28 |
| Breckinridge | 102 | 188 | 290 | 35.17 |
| Byck | 169 | 326 | 495 | 34.14 |
| Carter Traditional | 141 | 419 | 560 | 25.17 |
| Cochran | 118 | 166 | 284 | 41.54 |
| Coleridge Taylor | 159 | 433 | 592 | 26.85 |
| Engelhard | 149 | 249 | 398 | 37.43 |
| Foster | 179 | 252 | 431 | 41.53 |
| Franklin | 67 | 131 | 198 | 33.83 |
| John F. Kennedy | 135 | 216 | 351 | 38.46 |
| King | 163 | 219 | 382 | 42.67 |
| Lincoln | 111 | 271 | 382 | 29.05 |
| Maupin (Parkland) | 167 | 217 | 384 | 43.48 |
| McFerran | 171 | 310 | 481 | 35.55 |
| Portland | 83 | 275 | 358 | 23.18 |
| Roosevelt/Perry | 133 | 296 | 429 | 31.00 |
| Shelby | 131 | 236 | 367 | 35.69 |
| Wheatley | 97 | 227 | 324 | 29.93 |
| Whitney Young | 189 | 377 | 566 | 33.39 |
| Totals | 2,872 | 5,641 | 8,513 | 33.73 |

| Middle | Black | Other | Total | % Black |
|---|---|---|---|---|
| Barrett Traditional | 195 | 377 | 572 | 34.09 |
| Jefferson County Traditional | 224 | 792 | 1,016 | 22.04 |
| Johnson | 284 | 398 | 682 | 41.64 |
| Meyzeek | 321 | 601 | 922 | 34.81 |
| Noe | 299 | 510 | 809 | 36.95 |
| Western | 298 | 542 | 840 | 35.47 |
| Totals | 1,621 | 3,220 | 4,841 | 33.48 |

| High | Black | Other | Total | % Black |
|---|---|---|---|---|
| Central | 424 | 699 | 1,123 | 37.75 |
| duPont Manual | 355 | 758 | 1,113 | 31.89 |
| Male Traditional | 427 | 1130 | 1,557 | 27.42 |
| Shawnee | 292 | 612 | 904 | 32.30 |
| Totals | 1,498 | 3,199 | 4,697 | 31.89 |
| Inner-County Totals | 5,991 | 12,060 | 18,051 | 33.19 |

* Data for Appendix A is based on an enrollment count made on 09/05/86 by the Jefferson County Public Schools.

APPENDIX A (Continued)

MIDDLE COUNTY

| Elementary | Black | Other | Total | % Black |
|---|---|---|---|---|
| Audubon Traditional | 144 | 395 | 539 | 26.71 |
| Camp Taylor | 151 | 347 | 498 | 30.32 |
| Cane Run | 188 | 296 | 484 | 38.84 |
| Chenoweth | 148 | 228 | 376 | 39.36 |
| Crums Lane | 142 | 374 | 516 | 27.51 |
| Field | 75 | 150 | 225 | 33.33 |
| Frayser | 148 | 342 | 490 | 30.20 |
| Gilmore Lane | 101 | 201 | 302 | 33.44 |
| Goldsmith | 160 | 383 | 543 | 29.46 |
| Greathouse/Shryock | 125 | 414 | 539 | 23.19 |
| Greenwood | 108 | 171 | 279 | 38.70 |
| Gutermuth | 97 | 157 | 254 | 38.18 |
| Hawthorne | 66 | 149 | 215 | 30.69 |
| Hazelwood | 186 | 407 | 593 | 31.36 |
| Indian Trail | 108 | 292 | 400 | 27.00 |
| Jacob | 110 | 253 | 363 | 30.30 |
| Kerrick | 102 | 253 | 355 | 28.73 |
| Klondike Lane | 130 | 328 | 458 | 28.38 |
| Lowe | 108 | 307 | 415 | 26.02 |
| Lowell | 111 | 261 | 372 | 29.83 |
| Mill Creek | 135 | 333 | 468 | 28.84 |
| Price | 165 | 421 | 586 | 28.15 |
| Rangeland | 145 | 322 | 467 | 31.04 |
| Rutherford | 193 | 345 | 538 | 35.87 |
| Semple | 133 | 320 | 453 | 29.35 |
| Shacklette | 68 | 159 | 227 | 29.95 |
| Slaughter | 118 | 285 | 403 | 29.28 |
| St. Matthews | 131 | 300 | 431 | 30.39 |
| Trunnell | 101 | 248 | 349 | 28.93 |
| Watterson | 120 | 232 | 352 | 34.09 |
| Wellington | 188 | 352 | 540 | 34.81 |
| Wilder | 151 | 416 | 567 | 26.63 |
| Totals | 4,276 | 9,775 | 14,051 | 30.43 |
| **Middle** | **Black** | **Other** | **Total** | **% Black** |
| Bruce | 158 | 565 | 723 | 21.85 |
| Conway | 244 | 539 | 783 | 31.16 |
| Highland | 279 | 539 | 818 | 34.10 |
| Iroquois | 187 | 536 | 723 | 25.86 |
| Kammerer | 197 | 694 | 891 | 22.10 |
| Myers | 190 | 412 | 602 | 31.56 |
| Newburg | 290 | 499 | 789 | 36.75 |
| Southern | 248 | 431 | 679 | 36.52 |
| Thomas Jefferson | 317 | 1004 | 1,321 | 23.99 |
| Williams (DuValle) | 184 | 389 | 573 | 32.11 |
| Totals | 2,294 | 5,608 | 7,902 | 29.03 |
| **High** | **Black** | **Other** | **Total** | **% Black** |
| Atherton | 299 | 908 | 1,207 | 24.77 |
| Ballard | 382 | 1234 | 1,616 | 23.63 |
| Butler | 445 | 715 | 1,160 | 38.36 |
| Doss | 335 | 1226 | 1,561 | 21.46 |
| Iroquois | 410 | 981 | 1,391 | 29.47 |
| Pleasure Ridge Park | 425 | 1430 | 1,855 | 22.91 |
| Seneca | 543 | 1026 | 1,569 | 34.60 |
| Waggener | 393 | 903 | 1,296 | 30.32 |
| Western | 377 | 735 | 1,112 | 33.90 |
| Totals | 3,609 | 9,158 | 12,767 | 28.26 |
| **Middle County Totals** | **10,179** | **24,541** | **34,720** | **29.32** |

APPENDIX A (Continued)

OUTER COUNTY

| Elementary | Black | Other | Total | % Black |
|---|---|---|---|---|
| Auburndale | 150 | 328 | 478 | 31.38 |
| Bates | 55 | 162 | 217 | 25.34 |
| Blake | 108 | 216 | 324 | 33.33 |
| Blue Lick | 122 | 290 | 412 | 29.61 |
| Bowen | 109 | 295 | 404 | 26.98 |
| Cochrane | 68 | 170 | 238 | 28.57 |
| Coral Ridge | 151 | 233 | 384 | 39.32 |
| Dixie | 121 | 226 | 347 | 34.87 |
| Eisenhower | 96 | 292 | 388 | 24.74 |
| Fairdale | 132 | 229 | 361 | 36.56 |
| Fern Creek | 164 | 465 | 629 | 26.07 |
| Hartstern | 120 | 409 | 529 | 22.68 |
| Hite | 109 | 259 | 368 | 29.61 |
| Jeffersontown | 179 | 433 | 612 | 29.24 |
| Johnsontown Road | 124 | 172 | 296 | 41.89 |
| Kenwood | 138 | 335 | 473 | 29.17 |
| Laukhuf | 86 | 203 | 289 | 29.75 |
| Layne | 120 | 210 | 330 | 36.36 |
| Luhr | 97 | 244 | 341 | 28.44 |
| Medora | 70 | 170 | 240 | 29.16 |
| Middletown | 164 | 292 | 456 | 35.96 |
| Minors Lane | 141 | 200 | 341 | 41.34 |
| Norton | 188 | 303 | 491 | 38.28 |
| Okolona | 127 | 286 | 413 | 30.75 |
| Sanders | 117 | 165 | 282 | 41.48 |
| Smyrna | 132 | 265 | 397 | 33.24 |
| Stonestreet | 120 | 188 | 308 | 38.96 |
| Watson Lane | 185 | 268 | 453 | 40.83 |
| Wheeler | 104 | 247 | 351 | 29.62 |
| Wilkerson | 83 | 157 | 240 | 34.58 |
| Wilt | 66 | 214 | 280 | 23.57 |
| Zachary Taylor | 144 | 312 | 456 | 31.57 |
| Totals | 3,890 | 8,238 | 12,128 | 32.07 |
| **Middle** | **Black** | **Other** | **Total** | **% Black** |
| Carrithers | 217 | 449 | 666 | 32.58 |
| Crosby | 182 | 638 | 820 | 22.19 |
| Frost | 169 | 534 | 703 | 24.03 |
| Knight | 160 | 559 | 719 | 22.25 |
| Lassiter | 210 | 562 | 772 | 27.20 |
| Stuart | 357 | 1,088 | 1,445 | 24.70 |
| Westport | 326 | 545 | 871 | 37.42 |
| Totals | 1,621 | 4,375 | 5,996 | 27.03 |
| **High** | **Black** | **Other** | **Total** | **% Black** |
| Eastern | 354 | 1272 | 1,626 | 21.77 |
| Fairdale | 324 | 949 | 1,273 | 25.45 |
| Fern Creek | 254 | 965 | 1,219 | 20.83 |
| Jeffersontown | 347 | 996 | 1,343 | 25.83 |
| Moore | 381 | 1,215 | 1,596 | 23.87 |
| Southern | 387 | 1,558 | 1,945 | 19.89 |
| Valley | 343 | 989 | 1,332 | 25.75 |
| Totals | 2,390 | 7,944 | 10,334 | 23.12 |
| Outer County Totals | 7,901 | 20,557 | 18,458 | 27.76 |
| GRAND TOTALS | 24,071 | 57,158 | 81,229 | 29.63 |

APPENDIX B

Administrators and Teachers in Jefferson County Public Schools
By Race and Geographic Region, 1986-87*

INNER COUNTY

| | Administrators | | | | Teachers | | | | Singleton |
|---|---|---|---|---|---|---|---|---|---|
| Elementary | Blk | Oth | Tot | % Black | Blk | Oth | Tot | % Black | Gap |
| Atkinson | 1 | 1 | 2 | 50.00 | 10 | 23 | 33 | 30.30 | -4 |
| Bloom | 0 | 2 | 2 | 0.00 | 4 | 13 | 17 | 23.52 | -1 |
| Brandeis | 0 | 2 | 2 | 0.00 | 4 | 16 | 20 | 20.00 | 0 |
| Breckinridge | 1 | 1 | 2 | 50.00 | 3 | 17 | 20 | 15.00 | +1 |
| Byck | 0 | 2 | 2 | 0.00 | 6 | 19 | 25 | 24.00 | -1 |
| Carter Traditional | 1 | 1 | 2 | 50.00 | 4 | 19 | 23 | 17.39 | 0 |
| Cochran | 1 | 1 | 2 | 50.00 | 3 | 14 | 17 | 17.64 | 0 |
| Coleridge Taylor | 1 | 1 | 2 | 50.00 | 7 | 24 | 31 | 22.58 | -1 |
| Engelhard | 1 | 1 | 2 | 50.00 | 5 | 17 | 22 | 22.72 | -1 |
| Foster | 1 | 1 | 2 | 50.00 | 5 | 18 | 23 | 21.73 | -1 |
| Franklin | 1 | 1 | 2 | 50.00 | 3 | 9 | 12 | 25.00 | -1 |
| Kennedy | 2 | 0 | 2 | 100.00 | 4 | 18 | 22 | 18.18 | 0 |
| King | 1 | 1 | 2 | 50.00 | 4 | 15 | 19 | 21.05 | 0 |
| Lincoln | 0 | 2 | 2 | 0.00 | 3 | 18 | 21 | 14.28 | +1 |
| Maupin (Parkland) | 1 | 1 | 2 | 50.00 | 5 | 20 | 25 | 20.00 | 0 |
| McFerran | 1 | 1 | 2 | 50.00 | 4 | 19 | 23 | 17.39 | 0 |
| Portland | 1 | 1 | 2 | 50.00 | 4 | 16 | 20 | 20.00 | 0 |
| Roosevelt/Perry | 0 | 2 | 2 | 0.00 | 6 | 18 | 24 | 25.00 | -2 |
| Shelby | 0 | 2 | 2 | 0.00 | 4 | 18 | 22 | 18.18 | 0 |
| Wheatley | 0 | 2 | 2 | 0.00 | 5 | 15 | 20 | 25.00 | -1 |
| Young | 0 | 2 | 2 | 0.00 | 7 | 23 | 30 | 23.33 | -1 |
| Totals | 14 | 28 | 42 | 33.33 | 100 | 369 | 469 | 21.32 | |

| | | | | | | | | | Singleton |
|---|---|---|---|---|---|---|---|---|---|
| Middle | Blk | Oth | Tot | % Black | Blk | Oth | Tot | % Black | Gap |
| Barrett | 1 | 3 | 4 | 25.00 | 6 | 23 | 29 | 20.68 | +1 |
| Jefferson County Traditional | 1 | 4 | 5 | 20.00 | 6 | 41 | 47 | 12.76 | +3 |
| Johnson | 1 | 3 | 4 | 25.00 | 6 | 26 | 32 | 18.75 | 0 |
| Meyzeek | 1 | 4 | 5 | 20.00 | 10 | 35 | 45 | 22.22 | -2 |
| Noe | 1 | 4 | 5 | 20.00 | 7 | 34 | 41 | 17.07 | 0 |
| Western | 1 | 3 | 4 | 25.00 | 9 | 32 | 41 | 21.95 | -2 |
| Totals | 6 | 21 | 27 | 22.22 | 44 | 191 | 235 | 18.72 | |

| | | | | | | | | | Singleton |
|---|---|---|---|---|---|---|---|---|---|
| High | Blk | Oth | Tot | % Black | Blk | Oth | Tot | % Black | Gap |
| Central | 2 | 4 | 6 | 33.33 | 9 | 47 | 56 | 16.07 | -3 |
| duPont Manual | 1 | 5 | 6 | 16.66 | 6 | 51 | 57 | 10.52 | 0 |
| Male Traditional | 1 | 5 | 6 | 16.66 | 7 | 60 | 67 | 10.44 | 0 |
| Shawnee | 2 | 4 | 6 | 33.33 | 11 | 43 | 54 | 20.37 | -5 |
| Totals | 6 | 18 | 24 | 25.00 | 33 | 201 | 234 | 14.10 | |
| Inner County Totals | 26 | 67 | 93 | 27.96 | 177 | 761 | 938 | 18.87 | |

* Data for Appendix B is based on a count of professional staff made on 10/7/86 by the Jefferson County Public Schools.

APPENDIX B (Continued)

MIDDLE COUNTY

| Elementary | Administrators Blk | Oth | Tot | % Black | Teachers Blk | Oth | Tot | % Black | Singleton Gap |
|---|---|---|---|---|---|---|---|---|---|
| Audubon Traditional | 1 | 1 | 2 | 50.00 | 3 | 21 | 24 | 12.50 | +1 |
| Camp Taylor | 0 | 2 | 2 | 0.00 | 3 | 24 | 27 | 11.11 | +2 |
| Cane Run | 0 | 2 | 2 | 0.00 | 5 | 18 | 23 | 21.73 | -1 |
| Chenoweth | 1 | 1 | 2 | 50.00 | 3 | 15 | 18 | 16.66 | 0 |
| Crums Lane | 1 | 1 | 2 | 50.00 | 6 | 22 | 28 | 21.42 | -1 |
| Dunn | 1 | 1 | 2 | 50.00 | 6 | 17 | 23 | 26.08 | -2 |
| Field | 0 | 2 | 2 | 0.00 | 3 | 12 | 15 | 20.00 | 0 |
| Frayser | 1 | 1 | 2 | 50.00 | 4 | 24 | 28 | 14.28 | +1 |
| Gilmore Lane | 0 | 2 | 2 | 0.00 | 4 | 13 | 17 | 23.52 | -1 |
| Goldsmith | 0 | 2 | 2 | 0.00 | 3 | 22 | 25 | 12.00 | +2 |
| Greathouse/Shryock Traditional | 0 | 2 | 2 | 0.00 | 5 | 18 | 23 | 21.73 | -1 |
| Greenwood | 1 | 1 | 2 | 50.00 | 4 | 12 | 16 | 25.00 | -1 |
| Gutermuth | 1 | 1 | 2 | 50.00 | 2 | 15 | 17 | 11.76 | +1 |
| Hawthorne | 0 | 2 | 2 | 0.00 | 2 | 10 | 12 | 16.66 | 0 |
| Hazelwood | 1 | 1 | 2 | 50.00 | 9 | 24 | 33 | 27.27 | -3 |
| Indian Trail | 1 | 1 | 2 | 50.00 | 5 | 18 | 23 | 21.73 | -1 |
| Jacob | 1 | 1 | 2 | 50.00 | 7 | 17 | 24 | 29.16 | -3 |
| Kerrick | 1 | 1 | 2 | 50.00 | 4 | 17 | 21 | 19.04 | 0 |
| Klondike Lane | 0 | 2 | 2 | 0.00 | 5 | 18 | 23 | 21.73 | -1 |
| Lowe | 0 | 2 | 2 | 0.00 | 3 | 20 | 23 | 13.04 | +1 |
| Lowell | 1 | 1 | 2 | 50.00 | 4 | 17 | 21 | 19.04 | 0 |
| Mill Creek | 1 | 1 | 2 | 50.00 | 4 | 19 | 23 | 17.39 | 0 |
| Price | 1 | 1 | 2 | 50.00 | 5 | 23 | 28 | 17.85 | 0 |
| Rangeland | 0 | 2 | 2 | 0.00 | 6 | 17 | 23 | 26.08 | -2 |
| Rutherford | 0 | 2 | 2 | 0.00 | 6 | 22 | 28 | 21.42 | -1 |
| Semple | 1 | 1 | 2 | 50.00 | 5 | 18 | 23 | 21.73 | -1 |
| Shacklette | 1 | 1 | 2 | 50.00 | 2 | 13 | 15 | 13.33 | +1 |
| Slaughter | 1 | 1 | 2 | 50.00 | 5 | 18 | 23 | 21.73 | -1 |
| St. Matthews | 0 | 2 | 2 | 0.00 | 4 | 19 | 23 | 17.39 | 0 |
| Trunnell | 0 | 2 | 2 | 0.00 | 4 | 16 | 20 | 20.00 | 0 |
| Watterson | 0 | 2 | 2 | 0.00 | 4 | 15 | 19 | 21.05 | 0 |
| Wellington | 0 | 2 | 2 | 0.00 | 4 | 24 | 28 | 14.28 | +1 |
| Wilder | 1 | 1 | 2 | 50.00 | 4 | 22 | 26 | 15.38 | +1 |
| Totals | 18 | 48 | 66 | 27.27 | 143 | 600 | 743 | 19.24 | |

| Middle | Blk | Oth | Tot | % Black | Blk | Oth | Tot | % Black | Singleton Gap |
|---|---|---|---|---|---|---|---|---|---|
| Bruce | 1 | 3 | 4 | 25.00 | 7 | 29 | 36 | 19.44 | 0 |
| Conway | 0 | 4 | 4 | 0.00 | 9 | 29 | 38 | 23.68 | -2 |
| Highland | 0 | 4 | 4 | 0.00 | 6 | 35 | 41 | 14.63 | +1 |
| Iroquois | 1 | 3 | 4 | 25.00 | 8 | 28 | 36 | 22.22 | -2 |
| Kammerer | 1 | 3 | 4 | 25.00 | 6 | 35 | 41 | 14.63 | +1 |
| Myers | 1 | 3 | 4 | 25.00 | 5 | 26 | 31 | 16.12 | +1 |
| Newburg | 1 | 3 | 4 | 25.00 | 8 | 29 | 37 | 21.62 | +1 |
| Southern | 1 | 4 | 5 | 20.00 | 10 | 26 | 36 | 27.77 | -3 |
| Thomas Jefferson | 1 | 6 | 7 | 14.28 | 6 | 39 | 45 | 13.33 | +2 |
| Williams (DuValle) | 1 | 3 | 4 | 25.00 | 7 | 21 | 28 | 25.00 | -2 |
| Totals | 8 | 36 | 44 | 18.18 | 72 | 297 | 369 | 19.51 | |

| High | Blk | Oth | Tot | % Black | Blk | Oth | Tot | % Black | Singleton Gap |
|---|---|---|---|---|---|---|---|---|---|
| Atherton | 1 | 5 | 6 | 16.66 | 5 | 55 | 60 | 8.33 | +2 |
| Ballard | 1 | 7 | 8 | 12.50 | 7 | 69 | 76 | 9.21 | +1 |
| Butler | 1 | 5 | 6 | 16.66 | 9 | 47 | 56 | 16.07 | -3 |
| Doss | 1 | 7 | 8 | 12.50 | 7 | 64 | 71 | 9.85 | +1 |
| Iroquois | 1 | 7 | 8 | 12.50 | 9 | 61 | 70 | 12.85 | -1 |
| Pleasure Ridge Park | 1 | 7 | 8 | 12.50 | 7 | 77 | 84 | 8.33 | +2 |
| Seneca | 1 | 7 | 8 | 12.50 | 12 | 63 | 75 | 16.00 | -4 |
| Waggener | 1 | 6 | 7 | 14.28 | 5 | 58 | 63 | 7.93 | +2 |
| Western | 1 | 5 | 6 | 16.66 | 4 | 50 | 54 | 7.40 | +2 |
| Totals | 9 | 56 | 65 | 13.84 | 65 | 544 | 609 | 10.67 | |
| **Middle County Totals** | **35** | **140** | **175** | **20.00** | **280** | **1441** | **1721** | **16.27** | |

## APPENDIX B (Continued)

### OUTER COUNTY

| Elementary | Administrators Blk | Oth | Tot | % Black | Teachers Blk | Oth | Tot | % Black | Singleton Gap |
|---|---|---|---|---|---|---|---|---|---|
| Auburndale | 0 | 2 | 2 | 0.00 | 3 | 20 | 23 | 13.04 | +1 |
| Bates | 1 | 1 | 2 | 50.00 | 2 | 11 | 13 | 15.38 | 0 |
| Blake | 1 | 1 | 2 | 50.00 | 4 | 15 | 19 | 21.05 | 0 |
| Blue Lick | 0 | 2 | 2 | 0.00 | 3 | 18 | 21 | 14.28 | +1 |
| Bowen | 0 | 2 | 2 | 0.00 | 3 | 15 | 18 | 16.66 | 0 |
| Cochrane | 0 | 2 | 2 | 0.00 | 3 | 12 | 15 | 20.00 | 0 |
| Coral Ridge | 0 | 2 | 2 | 0.00 | 4 | 15 | 19 | 21.05 | 0 |
| Dixie | 0 | 2 | 2 | 0.00 | 3 | 16 | 19 | 15.78 | +1 |
| Eisenhower | 0 | 2 | 2 | 0.00 | 3 | 19 | 22 | 13.63 | +1 |
| Fairdale | 0 | 2 | 2 | 0.00 | 3 | 17 | 20 | 15.00 | +1 |
| Fern Creek | 1 | 1 | 2 | 50.00 | 5 | 27 | 32 | 15.62 | +1 |
| Hartstern | 0 | 2 | 2 | 0.00 | 5 | 21 | 26 | 19.23 | 0 |
| Hite | 0 | 2 | 2 | 0.00 | 3 | 16 | 19 | 15.78 | +1 |
| Jeffersontown | 1 | 1 | 2 | 50.00 | 5 | 23 | 28 | 17.85 | 0 |
| Johnsontown Road | 0 | 2 | 2 | 0.00 | 2 | 14 | 16 | 12.50 | +1 |
| Kenwood | 0 | 2 | 2 | 0.00 | 4 | 20 | 24 | 16.66 | 0 |
| Laukhuf | 0 | 2 | 2 | 0.00 | 3 | 14 | 17 | 17.64 | 0 |
| Layne | 0 | 2 | 2 | 0.00 | 3 | 15 | 18 | 16.66 | 0 |
| Luhr | 1 | 1 | 2 | 50.00 | 3 | 16 | 19 | 15.78 | +1 |
| Medora | 0 | 2 | 2 | 0.00 | 2 | 11 | 13 | 15.38 | 0 |
| Middletown | 1 | 1 | 2 | 50.00 | 3 | 19 | 22 | 13.63 | +1 |
| Minors Lane | 0 | 2 | 2 | 0.00 | 4 | 16 | 20 | 20.00 | 0 |
| Norton | 1 | 1 | 2 | 50.00 | 3 | 20 | 23 | 13.04 | +1 |
| Okolona | 0 | 2 | 2 | 0.00 | 3 | 18 | 21 | 14.28 | +1 |
| Sanders | 0 | 2 | 2 | 0.00 | 3 | 12 | 15 | 20.00 | 0 |
| Smyrna | 0 | 2 | 2 | 0.00 | 5 | 18 | 23 | 21.73 | -1 |
| Stonestreet | 0 | 2 | 2 | 0.00 | 3 | 14 | 17 | 17.64 | 0 |
| Watson Lane | 0 | 2 | 2 | 0.00 | 4 | 19 | 23 | 17.39 | 0 |
| Wheeler | 0 | 2 | 2 | 0.00 | 3 | 15 | 18 | 16.66 | 0 |
| Wilkerson | 0 | 2 | 2 | 0.00 | 2 | 12 | 14 | 14.28 | +1 |
| Wilt | 1 | 1 | 2 | 50.00 | 2 | 13 | 15 | 13.33 | +1 |
| Zachary Taylor | 0 | 2 | 2 | 0.00 | 3 | 20 | 23 | 13.04 | +1 |
| Totals | 8 | 56 | 64 | 12.50 | 104 | 531 | 635 | 16.37 | |

| Middle | Blk | Oth | Tot | % Black | Blk | Oth | Tot | % Black | Singleton Gap |
|---|---|---|---|---|---|---|---|---|---|
| Carrithers | 1 | 3 | 4 | 25.00 | 4 | 28 | 32 | 12.50 | +2 |
| Crosby | 1 | 3 | 4 | 25.00 | 7 | 31 | 38 | 18.42 | 0 |
| Frost | 1 | 3 | 4 | 25.00 | 7 | 25 | 32 | 21.87 | -1 |
| Knight | 1 | 3 | 4 | 25.00 | 8 | 28 | 36 | 22.22 | -1 |
| Lassiter | 1 | 3 | 4 | 25.00 | 4 | 33 | 37 | 10.81 | +3 |
| Stuart | 1 | 6 | 7 | 14.28 | 10 | 55 | 65 | 15.38 | +2 |
| Westport | 1 | 3 | 4 | 25.00 | 5 | 35 | 40 | 12.50 | +2 |
| Totals | 7 | 24 | 31 | 22.58 | 45 | 235 | 280 | 16.07 | |

| High | Blk | Oth | Tot | % Black | Blk | Oth | Tot | % Black | Singleton Gap |
|---|---|---|---|---|---|---|---|---|---|
| Eastern | 1 | 7 | 8 | 12.50 | 5 | 71 | 76 | 6.57 | +3 |
| Fairdale | 1 | 6 | 7 | 14.28 | 4 | 63 | 67 | 5.97 | +3 |
| Fern Creek | 1 | 5 | 6 | 16.66 | 8 | 50 | 58 | 13.79 | -2 |
| Jeffersontown | 1 | 6 | 7 | 14.28 | 6 | 56 | 62 | 9.67 | +1 |
| Moore | 2 | 6 | 8 | 25.00 | 12 | 62 | 74 | 16.22 | -4 |
| Southern | 1 | 7 | 8 | 12.50 | 9 | 80 | 89 | 10.10 | +1 |
| Valley | 1 | 6 | 7 | 14.28 | 6 | 56 | 62 | 9.67 | +1 |
| **Totals** | 8 | 43 | 51 | 15.68 | 50 | 438 | 488 | 10.25 | |
| **Outer County Totals** | 23 | 123 | 146 | 15.75 | 199 | 1204 | 1403 | 14.18 | |
| **GRAND TOTALS** | 84 | 330 | 414 | 20.29 | 656 | 3406 | 4062 | 16.15 | |

APPENDIX B (Continued)

VOCATIONAL SCHOOLS

| School | Administrators | | | | Teachers | | | |
|---|---|---|---|---|---|---|---|---|
| | Blk | Oth | Tot | % Black | Blk | Oth | Tot | % Black |
| Ahrens | 0 | 2 | 2 | 0.0 | 2 | 19 | 21 | 9.5 |
| Detrick | 1 | 2 | 3 | 33.3 | 5 | 20 | 25 | 20.0 |
| Fairdale | 1 | 1 | 2 | 50.0 | 1 | 14 | 15 | 6.7 |
| Jeffersontown | 0 | 2 | 2 | 0.0 | 0 | 17 | 17 | 0.0 |
| Louisville Urban | 0 | 1 | 1 | 0.0 | 2 | 7 | 9 | 22.2 |
| Lyndon | 0 | 3 | 3 | 0.0 | 4 | 12 | 16 | 25.0 |
| Mill Creek | 0 | 3 | 3 | 0.0 | 4 | 13 | 17 | 23.5 |
| Pleasure Ridge Park | 0 | 2 | 2 | 0.0 | 0 | 22 | 22 | 0.0 |
| Westport | 0 | 2 | 2 | 0.0 | 0 | 12 | 12 | 0.0 |
| Vocational School Totals | 2 | 18 | 20 | 10.0 | 18 | 136 | 154 | 11.7 |

## Bibliography of Related Publications

New Elementary and Middle School Assignment Plans Creating Dual School System 1985-86, a report which shows how the geographic assignment plan increased the concentration of black students in inner-county schools and pushed school compliance to the worst level since school desegregation began if measured by the revised enrollment guidelines. 71 pp. November 1986.

Resegregation Worsens Under New Desegregation Plan 1984-85, shows that the geographic plan begun in the high schools increased the concentration of black students in city-area schools and increased the concentration of white students in outer-county schools. Black and white teachers and administrators were also predominantly assigned to each set of high schools. 38 pp. May 1985.

Jefferson County School Officials Allow Continued Resegregation 1983-84, shows how the cumulative actions and inaction of school officials created "seemingly unmanageable problems" which gradually undermined the alphabetical assignment plan and brought segregation to an eight-year high. 35 pp. May 1984.

School and Housing Desegregation are Working Together in Louisville and Jefferson County 1975-1983, a report which documents the progress the Louisville-area community has made in housing desegregation and education under an alphabetical-based desegregation plan which--despite implementation problems--has been praised nationally. 51 pp. May 1983

Jefferson County School Resegregation Increases 1982-83, a report which illustrates how the Jefferson County Public Schools "permitted an almost across-the-board return toward the segregated school system which existed before 1975." 31 pp. March 1983.

Nine Former Black Schools and Three Former White Schools Remain Outside Student Segregation Limits 1981-82, shows that the higher proportions of black students and teachers in the schools of the West End and Newburg overshadow the many accomplishments of school desegregation. 16 pp. June 1982.

Student Imbalance Shifts to Former Black Schools as 12 Schools Remain Outside Desegregation Guidelines 1980-81, a report analyzing black student residency and teacher assignment data. 17 pp. October 1981.

Jefferson County School Desegregation Unfinished, a report on the status of school desegregation in Jefferson County for the 1978-79 and 1979-80 school years. Figures for the two school years show that student desegregation has improved but teacher desegregation is still below the desired criteria. 19 pp. May 1980.

Jefferson County Schools Miss Desegregation Goals, a report on the final year of desegregation under supervision of the U.S. District Court. This compilation of three interim reports covers administration, faculty and student desegregation for the 1977-78 school years. Includes the article "Children Can Gain From Desegregation" by Robert L. Green, Terry Canup, and Patricia Hebert. 111 pp. April 1978.

Vestiges of Segregation Remain in Jefferson County Schools, a report on school desegregation for the 1976-77 school year. 34 pp. February 1977.

Segregation Persists in Jefferson County Schools 1975-76, a report on implementation of federal school desegregation plan. 33 pp. April 1976.

Southern Cities - Except Louisville - Desegregate Schools, a comparison of Louisville with 10 major school systems in southern states shows that Louisville has the worst record in both student and faculty desegregation. 12 pp. May 1972.

Louisville School System Retreats to Segregation, a report documenting racial isolation of students in Louisville public schools, 1956-1971; shows failure of school system in student and faculty desegregation. 36 pp. March 1972.

Copies of these reports are available from the Kentucky Commission on Human Rights.

COMMONWEALTH OF KENTUCKY
Martha Layne Collins, Governor

COMMISSION ON HUMAN RIGHTS
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Thomas A. Ebendorf, Compliance Director
Lutitia Papailler, Community Service Director

Under the Kentucky Civil Rights Act of 1966, KRS 344.190 (11), the Commission has the duty "to make studies appropriate to effectuate the purpose and policies of this chapter and to make the results thereof available to the public."

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